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General report on public instruction in the North-Western provinces and Oudh for the year 1890-91.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Académic Year 1890-91.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

THE statistics of attendance and expenditure in the General Tables I—V and VII relate to the year ending with March 1891, but the results of the annual examinations for the term which are not completed until June are included in General Table VI, and the history of the year is brought down to the end of that month. Thus the report deals with the academic year, which ends with June.

2. In the following statement I bring together for convenience of reference the principal statistics of the several classes of educational institutions for the year under report and the preceding year:—

Comparative statement for the two years ending March 1891 *and* 1890.

Class of institution.		Number of institutions.	Number of scholars.	Expenditure (direct only). Public revenues	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
Government.				INSTITUTIONS FOR MEN AND BOYS.					
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1891...	8	1,306	2,14,775	160	29,472	...	9,875	2,54,282
	1890 ..	7	1,126	2,33,741	240	21,627	...	8,155	2,63,763
Secondary, English,	1891...	49	7,974	1,49,805	19,094	99,363	1,006	4,111	2,73,379
	1890...	51	8,425	1,57,987	18,437	89,305	1,380	4,142	2,71,251
Secondary, Vernacular.	1891...	336	26,151	1,29,292	7,569	33,443	241	425	1,70,970
	1890 ..	344	26,627	1,25,111	7,352	34,552	216	490	1,67,721
Primary, English,	1891...	47	3,030	7,567	13,253	10,328	227	1,092	32,467
	1890...	45	2,667	6,673	11,262	9,327	916	755	28,933
Primary, Vernacular.	1891...	3,994	129,671	4,67,233	9,476	18,776	1,560	92	4,97,137
	1890 ..	4,015	128,341	4,80,653	10,483	16,157	1,569	115	5,08,977
Special ...	1891...	49	2,557	76,448	...	12,512	3,149	999	93,108
	1890 ..	50	2,686	66,636	...	13,748	5,349	1,409	87,142
Aided.									
Colleges ...	1891...	7	903	41,212	6,225	22,740	1,437	52,907	1,24,521
	1890...	7	749	40,829	6,850	19,893	2,575	52,275	1,22,422
Secondary, English,	1891...	85	13,494	1,45,142	29,127	2,19500	24,859	1,19,237	5,31,865
	1890 ..	84	13,551	1,34,444	23,360	1,21,573	22,068	1,13,605	4,14,850
Secondary, Vernacular.	1891...	8	760	1,952	336	1,142	336	1,198	4,964
	1890 ..	10	979	2,516	336	1,404	570	2,783	7,609
Primary, English,	1891...	35	1,906	16,194	957	8,497	9,743	6,351	41,742
	1890 ..	30	1,939	16,402	1,336	6,782	8,553	7,749	40,822
Primary, Vernacular.	1891...	327	8,062	6,695	924	1,590	798	32,924	42,931
	1890...	134	4,178	3,766	1,200	935	2,333	14,107	22,341
Special ...	1891...	9	984	6,540	360	1,178	1,258	7,722	17,058
	1890...	9	973	7,140	360	1,172	1,472	8,363	18,507
Total ...	1891...	4,954	196,798	12,62,855	81,481	4,58,541	44,614	2,36,933	20,84,424
	1890...	4,786	192,241	12,75,898	81,216	3,36,275	47,001	2,13,948	19,54,338
Unaided.									
Colleges ..	1891 ..	7	126	...	...	4,407	8,448	9,532	22,387
	1890...	7	121	...	...	2,370	11,064	6,849	20,283
Secondary, English,	1891 ..	6	851	...	...	30,660	366	15,440	46,466
	1890...	8	715	...	...	34,212	860	19,925	54,997
Secondary, Vernacular.	1891...	3	239	...	...	162	940	757	1,859
	1890 ..	3	276	...	...	189	713	693	1,595
Primary, English,	1891...	10	559	...	..	1,761	1,181	1,846	4,788
	1890...	5	179	...	...	282	371	1,500	2,153
Primary, Vernacular.	1891 ..	23	623	...	...	19	...	1,648	1,667
	1890 ..	20	539	...	...	31	400	1,395	1,826
Special ...	1891 ..	2	162	...	...	620	...	1,956	2,576
	1890 ..	2	167	...	...	685	...	2,036	2,721
Indigenous ...	1891 ..	6,213	69,091	...	...	...	...	...	...
	1890...	6,284	76,599	...	...	...	...	...	...
Total ...	1891...	6,264	71,651	...	...	37,629	10,935	31,179	79,743
	1890...	6,329	78,596	...	...	37,769	13,408	32,398	83,575
GRAND TOTAL ...	1891...	11,218	268,449	12,62,855	81,481	4,96,170	55,549	2,68,112	21,64,167
	1890 ..	11,115	270,837	12,75,898	81,216	3,74,044	60,409	2,46,346	20,37,913

Comparative statement for the two years ending March 1891 *and* 1890—(concluded).

Class of institution.		Number of institutions.	Number of scholars.	Expenditure (direct only). Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
				INSTITUTIONS FOR WOMEN AND GIRLS.					
Government.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Vernacular,	1891...	1	17	480	826	...	...	...	1,306
	1890...	1	17	480	670	...	...	...	1,150
Primary ditto ...	1891...	151	3,223	13,646	4,116	12	59	...	17,833
	1890...	154	3,346	13,564	4,085	...	...	...	17,649
Special	1891...	2	7	48	...	18	...	...	66
	1890...	2	4	48	...	...	...	...	48
Aided.									
Secondary, English,	1891...	20	1,840	43,860	2,688	1,39,582	1,200	68,359	2,55,689
	1890...	22	1,760	45,004	60	80,798	4,074	64,532	1,94,468
Secondary, Vernacular.	1891...	...	...	...	...	...	...	...	...
	1890...	2	383	3,360	130	55	300	12,680	16,525
Primary... English,	1891...	11	552	8,889	1,224	1,929	2,345	10,619	25,006
	1890 ..	10	395	5,756	504	1,971	599	5,217	14,047
Primary... Vernacular.	1891 .	156	4,790	16,672	976	342	11,379	23,981	53,350
	1890...	157	5,239	17,603	1,104	556	9,892	23,204	52,359
Special	1891 ..	1	102	480	...	...	...	1,049	1,529
	1890 ..	1	112	480	...	...	...	896	1,376
Total ...	1891...	342	10,531	84,075	9,830	1,41,883	14,983	1,04,008	3,54,779
	1890...	349	11,256	86,295	6,553	83,380	14,865	1,06,529	2,97,622
Unaided.									
Colleges	1891...	1	2	...	...	...	...	...	...
	1890...	1	1	...	...	...	...	1,210	1,210
Secondary, English,	1891...	...	...	...	...	...	...	...	...
	1890...	1	37	...	...	1,584	...	...	1,584
Primary .. Vernacular.	1891...	4	101	...	...	5	60	400	465
	1890...	11	207	...	...	5	...	994	999
Indigenous ...	1891 ..	152	2,163	...	...	...	...	...	...
	1890...	145	2,073	...	...	...	...	...	...
Total ...	1891 ..	157	2,266	...	...	5	60	400	465
	1890...	158	2,318	...	...	1,589	...	2,204	3,793
GRAND TOTAL ...	1891 ..	499	12,797	84,075	9,830	1,41,888	15,043	1,04,408	3,55,244
	1890...	507	13,574	86,295	6,553	84,969	14,865	1,08,733	3,01,415
GREAT GRAND TOTAL,	1891...	11,717	281,246	13,46,930	91,311	6,38,058	70,592	3,72,520	25,19,411
	1890 ..	11,622	284,411	13,62,193	87,769	4,59,013	75,274	3,55,079	23,39,328

3. The following is a summary of the whole of the general statistics of expenditure and attendance during the last two years as displayed in the general tables. The number of institutions under report increased from 11,622 in 1889-90 to 11,717 in 1890-91. The number of public institutions rose from 5,193 to 5,352. The percentage of pupils to the total population of school-going age was 4·11 in 1890-91 calculated on the statistics of population at the last census. The total number of scholars on the rolls of institutions of all classes on 31st March 1891 was 289,521 as compared with 294,734 on the same date in 1890. While the number enrolled at public institutions increased from 216,062 to 218,267, those at private institutions declined from 78,672 to 71,254. The following comparative abstract shows that the average monthly attendance at public colleges and primary schools was better than in the previous year. There was a slight falling off at secondary institutions during the year under

report in all classes of these institutions and the attendance at special institutions also declined slightly :—

		Average monthly attendance.	
		1890-91.	1889-90.
Managed by Government,	Colleges	1,306	1,126
	Secondary Schools	7,294	7,633
	Primary "	2,101	1,863
	Schools for special instruction	2,557	2,686
Managed by Local Fund and Municipal Boards.	Colleges	...	...
	Secondary Schools	26,848	27,436
	Primary "	133,823	1,32,491
	Schools for special instruction	7	4
Aided by Government, Local Fund, and Municipal Boards.	Colleges	903	749
	Secondary Schools	16,094	16,673
	Primary "	15,310	11,751
	Schools for special instruction	1,086	1,085
Unaided	Colleges	128	122
	Secondary Schools	1,090	1,028
	Primary "	1,283	925
	Schools for special instruction	162	167

At Arts Colleges the number on the rolls at the close of the year rose from 1,451 in 1889-90 to 1,734 in 1890-91, and the number at Professional Colleges from 611 to 723. While the number of pupils in secondary schools fell from 54,996 to 53,254, there was a decided improvement in the number attending primary schools, which rose from 154,789 at the close of 1889-90 to 158,908 at the end of 1890-91. The Training Schools had 363 on the rolls as compared with 346 in 1889-90, and at all other special schools there were 3,285 as compared with 3,869. The number of scholars studying English rose from 33,438 to 33,969. The increase in colleges was 371 and in primary schools 1,341 against the decrease of 1,124 in secondary schools. The number learning a classical language fell from 64,081 to 59,530, and the number reading a vernacular language from 232,578 to 230,305. The decrease occurred chiefly at private schools, where there were 39,647 scholars learning a classical language as compared with 43,762 in 1889-90 and 30,576 learning a vernacular language as compared with 33,411.

As to race or creed of pupils: there were 211,411 Hindus as compared with 214,284 in 1889-90; 67,882 Muhammadans as compared with 70,439; 2,987 Europeans and Eurasians as compared with 3,015; 7,108 Native Christians as compared with 6,469, and 133 of miscellaneous races and religions as compared with 527. In the midst of the general decline the improved attendance of the Christians is satisfactory to note. The number of *boys* attending school was 2,75,651 or 7·56 per cent. of the male population of school-going age, as compared with 2,80,777 in the previous year. The number of girl scholars was 13,870 as compared with 13,957. While the public institutions for *boys* rose from 4,831 to 5,005, and the private institutions declined from 6,284 to 6,213, the public institutions for *girls* declined from 362 to 347, and the private institutions rose from 145 to 152.

The total expenditure on public instruction rose from Rs. 30,57,376 in the previous year to Rs. 33,89,971 in the year under report. Of the former Rs. 23,39,328 and of the latter Rs. 25,19,411 were on account of direct expenditure, and the remainder on account of indirect. The expenditure on Arts Colleges fell from Rs. 2,46,436 to Rs. 2,41,240, and that on Professional Colleges from Rs. 1,61,242 to Rs. 1,59,950, while that on training schools rose from Rs. 39,556 to Rs. 46,087, and that on other special schools fell from Rs. 70,238 to Rs. 68,250. Of the two most important heads of expenditure, Secondary and Primary schools, the amount expended on the former rose from Rs. 11,31,750 to Rs. 12,86,498, and that on the latter from Rs. 6,90,106 to Rs. 7,17,386. The charges on account of University, Direction, Inspection, Scholarships, Buildings, and Furniture and other miscellaneous items are classed as indirect expenditure, and the sum thus expended rose from Rs. 7,18,048 in 1889-90 to Rs. 8,70,560 in 1890-91. The chief increase was under the last three heads. Of the different sources of expenditure, the Provincial Revenues contributed to the total expenditure on Public Instruction, Rs. 5,22,052, compared with Rs. 5,39,333 in the previous year; Local Funds Rs. 13,81,962, compared with 13,46,195, and Municipal Funds Rs. 1,07,601, compared with 98,036. The fee income, which amounted to Rs. 5,24,689 in 1889-90, rose abruptly to Rs. 7,70,861 in the year under report. The receipts from other miscellaneous sources, such as subscriptions, endowments, &c., increased from Rs. 5,49,123 to Rs. 6,07,495.

4. In the general tables, of which the results have been summarized in the last paragraph, all institutions, whether aided or unaided, connected with this Department

or not connected with it, are included; but the following report, except where otherwise noted, relates only to those institutions which are under public management and which adopt a course of instruction laid down by this department or by the university.

5. The following is an abstract of the direct and indirect expenditure from all sources on Government and aided institutions connected with this department:—

Direct and indirect expenditure from all sources.

	1891.	1890.
Direct expenditure.	Rs.	Rs.
Colleges ...	2,35,270	2,38,566
Schools (general) ...	19,48,639	17,58,532
" (special) ...	64,017	58,918
Total ...	22,47,926	20,56,016
Indirect expenditure.		
University ...	25,180	19,707
Direction ...	39,377	41,014
Inspection ...	2,37,787	2,38,278
Scholarships* ...	83,846	81,713
Buildings ...	2,72,729	2,19,755
Apparatus ...	54,229	24,503
Miscellaneous ...	1,37,624	62,548
Total ...	8,50,772	6,87,518
GRAND TOTAL ...	30,98,698	27,43,534

* Includes expenditure in unaided institutions.

Note.—The statistics of Roorkee College, Agra Medical School, and the Patwáris' Schools, which are *not* under the control of this Department and which submit separate reports to Government, are excluded from this abstract.

Thus the gross expenditure from all sources increased by Rs. 3,55,164.

The chief item under which this increase is returned is that of schools, in which the expenditure rose by Rs. 1,90,107.

The increase of Rs. 75,076 in the expenditure returned under "miscellaneous" was due mainly to an increase under this head returned from schools under the Code of Regulations for European Schools, and to the inclusion under this head of the expenditure on periodicals purchased through the Superintendent of Stationery, Calcutta.

6. In the following abstract the expenditure with which this department is especially concerned, that from public funds, is classified:—

Direct and indirect expenditure from public funds (Provincial and Local).

	1891.	1890.
Direct expenditure.	Rs.	Rs.
Colleges ...	1,20,179	1,33,891
Schools (general)...	10,07,427	10,13,319
" (special)...	51,245	45,383
Total ...	11,78,851	11,92,593
Indirect expenditure.		
	39,377	41,014
Direction ...	2,37,787	2,37,725
Inspection ...	42,637	42,381
Scholarships ...	1,67,295	1,50,448
Buildings ...	18,299	13,863
Apparatus ...	38,304	24,351
Miscellaneous ...		
Total ...	5,43,699	5,09,782
GRAND TOTAL ...	17,22,550	17,02,375

The variations are not important; but it should be noted that the diminished expenditure under the head colleges and schools is not due to withdrawal of this department of grants, but to the increase of fee income which has reduced the net amount debitable to public funds. The increase under the head schools *special* is due to increased allotments to the training schools for teachers in vernacular schools.

7. In the following statement I give a general view of the *direct* expenditure from *all sources* on the institutions connected with this department :—

Direct expenditure from all sources on the different kinds of education.

Class of institution.		Number of institutions.	Number of scholars in average attendance.	Expenditure— From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For university education.	1891...	14	2,018	1,20,179	6,325	52,212	56,554	2,35,270
	1890...	13	1,660	1,33,891	6,850	41,520	56,305	2,38,566
For secondary education.	1891...	478	48,379	4,26,191	50,126	3,53,448	1,51,418	9,81,178
	1890...	488	49,568	4,20,058	49,485	2,46,464	1,45,254	8,61,261
For primary education.	1891...	4,403	142,669	4,97,689	24,610	39,191	52,787	6,14,277
	1890...	4,224	137,125	5,07,494	24,281	33,201	36,097	6,01,073
Total ...	1891...	4,895	192,066	10,44,059	81,061	4,44,851	2,60,754	18,30,725
	1890...	4,725	188,353	10,61,443	80,616	3,21,185	2,37,656	17,00,900
For girls.								
For secondary education.	1891...	21	1,857	44,340	3,514	1,39,582	69,559	2,56,995
	1890...	25	2,160	48,844	860	80,853	81,586	2,12,143
For primary education.	1891...	318	8,565	39,207	6,316	2,283	48,383	96,189
	1890...	321	8,980	36,923	5,693	2,527	38,912	84,055
Total ...	1891 ..	339	10,422	83,547	9,830	1,41,865	1,17,942	3,53,184
	1890 ..	346	11,140	85,767	6,553	83,380	1,20,498	2,96,198
Total, boys and girls.	1891...	5,234	203,488	11,27,606	90,891	5,86,716	3,78,696	21,83,909
	1890...	5,071	199,493	11,47,210	87,169	4,04,565	3,58,154	19,97,098
Schools for special instruction.	1891...	17	1,628	51,245	360	1,384	11,028	64,017
	1890...	17	1,613	45,383	360	1,336	11,839	58,918
GRAND TOTAL ...	1891...	5,251	205,116	11,78,851	91,251	5,88,100	3,89,724	22,47,926
	1890...	5,088	201,106	11,92,593	87,529	4,05,901	3,69,993	20,56,016

8. Omitting the schools for special instruction, the increased expenditure on which has been explained in the preceding paragraph, we find that the total expenditure on each class of institution except colleges has increased, but that there has been a reduction in the charge to public funds, the increase being met throughout by the enhanced fee income and from local sources. The fee receipts have risen from Rs. 4,05,901 to Rs. 5,88,100, and there has been a considerable increase in the allotments from municipal revenues and endowments. The total number of institutions maintained has increased by 165, and the average attendance by 4,010. The schools and colleges for boys show an increased attendance of 4,713. The result is that the work has been extended especially in the schools and colleges for boys, while the burden on public funds has been diminished.

9. In the following statement I give the distribution of the *indirect* expenditure from *all sources* over the several institutions, as far as this can be distinguished :—

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1890-91.

Object.	Kind of education.																						
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	25,180	...	25,180	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25,180	...	25,180
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39,377	...	...	...	39,377
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,37,787	...	...	...	2,37,787
Scholarships ...	10,186	750	312	17,883	29,131	32,316	3,580	470	16,184	52,550	90	144	...	1,694	1,928	45	192	237	42,637	4,474	782	35,953	83,846
Buildings	1,295	...	...	23,035	24,330	63,625	2,919	5,429	63,471	1,35,444	66,602	3,491	4,623	2,148	76,864	1,904	318	2,222	1,67,295	6,410	10,052	88,972	(a) 2,72,729
Apparatus	220	...	...	4,366	4,586	7,560	185	6,315	16,172	30,232	8,401	79	8,054	759	17,293	2,118	...	2,118	18,299	264	14,369	21,297	54,229
Miscellaneous ...	...	...	1,389	...	1,389	2,626	2,243	69,429	13,858	88,156	16,556	266	739	793	18,354	...	...	...	38,304	2,509	82,160	14,651	(b) 1,37,624
Total ...	11,701	750	26,881	45,284	84,616	1,06,127	8,927	81,643	1,09,685	3,06,382	91,649	3,980	13,416	5,394	1,14,439	4,067	510	4,577	5,43,699	13,657	1,32,543	160,873	8,50,772

(a) Details of Rs. 33,869, not given.
(b) " " Rs. 29,725, miscellaneous expenditure under direction and inspection not given.

10. The following is a comparison of the proportions in which the *direct* expenditure was met from the several sources of income during the year under report and the two preceding years :—

	1890-91.	1889-90.	1888-89.
	Rs.	Rs.	Rs.
From public funds	53	58	61
„ Municipal „	4	4	4
„ fees	26	20	18
„ endowments, &c.	17	18	17
Total ...	100	100	100

The noticeable fact in the above is the steady decline of the proportion of the expenditure charged to public funds and the increase of the proportion met from fees.

11. In the next abstract I give the distribution of the *direct* expenditure between Government and Aided Institutions :—

Direct expenditure on Government and Aided Institutions for the year 1890-91.

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from —		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	78,967	31,782	1,10,749	71	29	6·7
Secondary	2,79,577	1,66,078	4,45,655	63	37	23·7
Primary	4,88,446	58,991	5,47,437	89	11	41·4
Special	44,225	1,205	45,430	97	3	3·8
Aided.						
Colleges	41,212	83,309	1,24,521	33	67	3·5
Secondary	1,90,954	6,01,564	7,92,518	24	76	16·2
Primary	48,450	1,14,579	1,63,029	30	70	4·1
Special	7,020	11,567	18,587	38	62	·6
Total ...	11,78,851	10,69,075	22,47,926	52	48	100

The chief item of Government expenditure, amounting to nearly 5 lakhs out of nearly 12 lakhs, was on the Government primary schools. These are chiefly the village schools under the management of the District Boards and of this Department. The Government expenditure on these schools for the people amounts to 41 per cent. of the total Government expenditure. Next in importance is the sum of nearly 3 lakhs, 24 per cent. of the total expenditure from public funds, which is allotted to the vernacular town schools and State English schools—known as the Zila Schools. Taking the expenditure from other sources, however, we find that out of a total of nearly 11 lakhs, no less than six are applied to the secondary aided schools, that is, practically, the schools in which English is taught on the same lines as in the zila schools. Thus while the main efforts of Government are extended to giving a primary education in vernacular to the people, the main efforts of the private associations are directed to giving an English education to a limited class.

SECTION II.—CONTROLLING AGENCIES.

12. In April 1890, I took special leave for six months and Mr. Constable as senior Inspector was appointed to officiate for me. Pandit Gaindan Lal, Assistant Inspector of Schools, Meerut Division, who held charge of the current duties of the Inspector's office in the First Circle, was relieved on 16th July, by Mr. Boutflower, Professor of Mathematics, Muir Central College, his chair in the college being occupied temporarily by Babu Rama Nath Chatterji, and, on his being deputed early in August to Bengal, Babu Gyanandro Nath Chakraverti was appointed. In March last Mr. Cox, the permanent successor of the post, took charge.

The untimely and sudden death of Mr. S. A. Hill, Professor of Physical Science, Muir College, occurred on 23rd September 1890. Mr. Hill joined this department in 1875 as Professor of Science and was one of its most distinguished officers. In Mr. Hill, Muir College lost a professor of rare qualifications, the students a sympathetic teacher, and the Government a valuable officer, whom it will be hard to replace. The vacancy was filled up temporarily by Babu Abhay Charan Sanyal, Assistant Professor of Physical Science, Queen's College, Benares. On my return from leave in October, Mr. Constable proceeded on furlough to Europe. Early in December, on sanction being given for the creation of a 4th Circle, comprising Rohilkhand and Kumaun and the Inspectorate of European Schools, Mr. Boutflower was confirmed as Inspector of Schools, 1st Circle, Mr. Constable was appointed Inspector of Schools, 4th Circle, and Inspector of European Schools, and Mr. Dodd, Inspector of Schools, 3rd Circle, transferred to officiate for Mr. Constable during his absence on the furlough above referred to. Mr. Welby was placed temporarily in charge of the 3rd Circle. In January last Pandit Budhi Ballabh Pant, Assistant Inspector of the Kumaun Division, took a year's furlough, and Shaikh Ibad-ulla, Deputy Inspector of Schools, Hardoi, was appointed to officiate in his place. In February Mr. Gough, Principal, Muir Central College, proceeded to Europe on nine months' furlough and was succeeded by Dr. Thibaut, Professor of English Literature. Mr. Siddons, Head Master, Collegiate School, Benares, was appointed to act for Dr. Thibaut as Professor of English Literature, Muir College.

SECTION III.—UNIVERSITY EDUCATION.

13. The following abstract gives the average attendance monthly for the year under report and the two preceding years, in the Arts departments of the Colleges of this Province affiliated to the University of Allahabad:—

English Arts Colleges and Collegiate Schools.

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March.		
		1891.	1890.	1889.
State Colleges ...	Muir Central, Allahabad	299	205	177
	Queen's, Benares	174	135	92
Aided Colleges ...	Agra, Agra	200	175	137
	Canning, Lucknow	228	164	120
	Muhammadan Anglo-Oriental, Aligarh ...	102	61	60
	Bareilly, Bareilly	84	70	56
State Collegiate School.	Fyzabad Zila, Fyzabad	37	30	24
Unaided Collegiate Schools and Colleges.	London Mission, Benares	23	22	20
	St. John's, Agra	32	29	20
	Ramsay, Almora	5	10	8
	St. George's, Mussoorie	9	2	2
	Diocesan Girls', Allahabad	2	1	2
	St. Peter's, Agra	2	3	...
	Total	1,197	907	718

The most remarkable increases in attendance occurred in Muir, Canning, and Aligarh Colleges. The numbers on the rolls of the Government Colleges at Benares and Allahabad have attained the full limit permissible with due reference to the present strength of the professional staff and the accommodation in the class rooms. Arrangements are under consideration for extending these, and unless they are carried out it will be necessary to limit the number of admissions.

14. It will be seen from the annexed abstract that the increased attendance has not been met by any appreciable increase in the expenditure.

English Arts Colleges.

	1891.	1890.	1889.
	Rs.	Rs.	Rs.
From public funds	99,657	1,12,551	1,12,199
„ municipal funds	6,225	6,850	8,193
„ fees	39,246	30,008	21,231
„ other sources	52,112	52,503	50,636
Total	1,97,240	2,01,912	1,92,259

The charges have been met in an increased proportion from the fee income. During the three years the income from that source has nearly doubled and there is still a margin for a considerable further increase in the rates of fees.

15. In the following statement I give the expenditure debited to public funds in the five principal colleges :—

English Arts Colleges.

Class of college.	Name of college.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1891.	1890.	1889.	1891.	1890.	1889.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central ...	36,364	47,703	48,575	122	233	274
	Queen's ...	26,809	29,125	28,143	154	216	306
	Total ...	63,173	76,828	76,718	134	226	285
Aided ...	Canning ...	15,932	15,227	15,454	70	93	129
	Agra ...	7,000	7,000	7,000	35	40	51
	M. A.-O., Aligarh ...	7,200	7,200	7,100	71	118	118
	Total ...	30,132	29,427	29,554	57	74	93
	GRAND TOTAL ...	93,305	1,06,255	1,06,272	93	144	181

Owing to changes in the staff, mostly, however, temporary, and to the large increase in the fee income, there was a large decrease in the expenditure on Muir College. This combined with the increased attendance reduced the average annual charge for each student from Rs. 233 to Rs. 122 only. It will be noticed also in the above statement that the charge on the public for Canning College is more than double that for either of the other two aided colleges. Finally, it is noteworthy that during the three years the average annual charge for a student in these colleges has been reduced from Rs. 181 to Rs. 93, that is to almost exactly one-half.

THE UNIVERSITY EXAMINATIONS.

16. The students of the colleges of these provinces were presented to the University of Allahabad for examination, the connection with the Calcutta University being now quite severed. The following statement deals with the M.A. Examination :—

University of Allahabad M.A. Examinations.

Institution.	Subjects of examination.							
	English.		Philosophy.		Arabic.		Physical Science.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College	4	2	1	1	1	...	1	1
Agra „	4	2	...	...	...	...	...	...
Canning „	3	1	...	...	...	...	...	...
Total ...	11	5	1	1	1	...	1	1

Of the 14 candidates the great majority took up English for the Master's degree, and 45 per cent. of these were successful. It is to be regretted that a larger number of our students do not carry on their education to the M. A. degree. The further 18 months' study after the Bachelor's degree is attended with excellent results on the training both of the intellect and the character of our young men, and the presence among the junior students of these graduates has much value in giving a tone to the college and in aiding the Principal's control. If increased endowments become available they will be best applied in increasing the number of M.A. scholarships. Under recent orders, the Government scholarships can be now held not only at Muir College, but at any other of the four principal colleges. This will, I hope, give further encouragement to the formation of classes for the M. A. degree.

17. Babu Satish Chandra Banarji, a student of Agra College, was the only candidate placed in the 1st class in English, and his marks were 50 per cent. more than those of the second candidate. It should also be noted that Phul Chand Rae, who was studying for the M.A. course at Canning College, competed instead for the Assistant Engineer class at Roorkee and came out first on the list:—

University of Allahabad B.A. Examination, 1891.

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in—				
				English.	Mental and moral science.	Second language, history, or mathematics.	Physical science.	Aggregate.
Muir...	37	20	54	10	10	6	1	12
Agra...	36	27	75	3	7	3	...	5
Queen's	24	13	54	5	4	7	1	10
Canning	31	18	58	1	9	6	3	9
Bareilly	10	3	30	6	5	2	1	7
Aligarh M. A.-O. ...	12	8	67	1	3	...	...	4
Benares London Mission ...	5	1	20	1	3	2	1	3
Total ...	155	90	58	27	41	26	7	50

I would call special attention to the excellent results attained by the Agra College in the B.A. Examination. Not only did it pass the highest percentage of its candidates, but it passed the highest absolute number of students who have ever taken the degree in one year from a single college in these provinces. This result is highly creditable to the Principal, Mr. Thomson, and his staff.

Muir, Queen's, and Canning Colleges attained much the same standard of success, a slight advantage being on the side of the latter. Bareilly College failed almost completely, out of ten candidates no less than seven failing in the aggregate, a sure mark of generally inefficient instruction. It should be noted, however, that the college classes were an outgrowth of the school, and the staff was not organized to deal with the large number of students. This has been now remedied, and a college staff independent of the school has been engaged and the Bareilly College once more raised

to the rank of a college. The large number of failures in mental and moral science shows the specially defective teaching in this subject. From Muir College 10 candidates failed out of 37, from Canning College nine out of 31. Agra College was relatively more successful, only seven out of 36 candidates failing.

18. It should be noted that the percentage of passes at the B.A. Examination, 58, was precisely the same as the preceding year, although the number of candidates rose from 72 to 155. The number of degrees conferred increased from 42 to 90.

University of Allahabad B.A. Examination, 1891.

College.	Course A.						Course B.				
	Candidates.	Passed in—			Total.	Percentage.	Candidates.	Passed in—		Total.	Percentage.
		First Division.	Second Division.	Third Division.				Second Division.	Third Division.		
Muir	30	...	9	6	15	50	7	1	4	5	71
Agra	33	...	13	11	24	73	3	1	2	3	100
Queen's	18	...	5	4	9	50	6	1	3	4	67
Canning	25	1	11	3	15	60	6	3	...	3	50
Bareilly	9	...	1	2	3	33	1	...	...	...	...
Aligarh M. A.-O. ...	12	...	5	3	8	67	...	...	...	...	...
Benares London Mission,	4	...	...	1	1	25	1	...	...	...	...
Total ...	131	1	44	30	75	57	24	6	9	15	63

It will be seen from the above that the B or Science course is almost abandoned for the A or Literature course, 131 candidates being examined in the latter to 24 in the former. As usual, however, the candidates in the B course were the more successful. This is due partly to the fact that this course is only taken by students with a special aptitude for mathematics, who are usually of more than ordinary capacity; but it is also due to the circumstance that the professors in the science course are able to give to their few students an amount of *individual* attention which is not possible in the large classes which attend the literature side. It will be noted that every one of the students from Agra College in the B course was successful.

19. With regard to the fact that only one student (from Canning College) succeeded in attaining the First Division, it should be explained that in this University a student who passes in that division is considered to pass with Honors, and the standard for this has been fixed very high. Last year, however, three candidates were placed in this division and two in the previous year. If we measure the efficiency of the instruction by the placing of the students, Canning College takes the first rank and Agra the second.

20. *Allahabad University Intermediate Examination*, 1891.

Class of institution.	Name of institution.	Candidates.	Passed in—			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Colleges.	Muir	106	...	8	39	47	44
	Canning	77	1	7	30	38	49
	Queen's	73	3	6	22	31	42
	Agra	57	1	8	19	28	49
	Aligarh M. A.-O. ...	40	...	7	12	19	48
	Bareilly	40	...	3	13	16	40
	Total ...	393	5	39	135	179	·46
Collegiate Schools.	Fyzabad Zila	20	...	...	9	9	45
	St. John's	19	1	...	2	3	16
	London Mission ...	12	...	...	4	4	33
	Ramsay	5	...	...	...	...	...
	Christian, Lucknow ...	10	...	...	2	2	20
	Total ...	66	1	...	17	18	27
	GRAND TOTAL ...	459	6	39	152	197	43

The number of candidates at the Intermediate Examination rose from 352 in the preceding year to 459; but only 197 passed the examination to 202 in the previous year, the percentage of passes falling from 57 to 43. The cause must be sought partly in the great increase in the number of the students in the classes, which outgrew the number to whom effective instruction could be given with the available staff, and partly to the leniency of the Entrance Examination of 1889, which admitted to the colleges many students who were not properly prepared for a University education. Among the colleges Agra and Canning and the Muhammadan Anglo-Oriental College were the most successful; but a result in which only 46 per cent. of the students of the colleges pass cannot be considered satisfactory. It is probable that the failure arises to a great extent from the defective education the majority of the students receive before entering college, and I hope the measures that have been taken during the last two years to give a good school education in the zila schools from the *lowest* classes upwards will in the course of a few years raise the standard of success very considerably at the Intermediate Examinations. It will be seen from the following statement in which of the subjects the chief failure occurs:—

University of Allahabad Intermediate Examination, 1891.

Aggregate number of candidates.	Number of failures in—						Percentage of failures in—					
	English.	Classical language.	Mathematics.	Physiography.	History.	Aggregate.	English.	Classical language.	Mathematics.	Physiography.	History.	Aggregate.
459	184	79	158	50	102	226	40	17	34	11	22	49

Thus the great mass of the failures occur in English, precisely the subject in which the school instruction has been most defective. Special attention is under the revised school curriculum devoted to this subject, and this, with the abolition of the old Anglo-vernacular examination in favour of a public *English* middle examination, laid down definitely in subordination to the Matriculation Examination, should tend to diminish the failures above indicated.

21. Under the head of Oriental Colleges are included the Oriental Department of the Canning College and the State Sanskrit College at Benares.

Oriental Department of the Canning College.

Number of students on 31st March 1891, reading—				Number of students on 31st March 1890, reading—			
Arabic.	Persian.	Sanskrit.	Urdu or Hindi.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi.
36	23	16	7	30	29	22	9

The number of students studying Arabic has slightly increased, but there has been a considerable falling off in the students of Sanskrit.

Benares Sanskrit College.

22. On the 31st March last the number on the rolls of this college was 450 as against 430 on the same date of the year preceding. The annual examinations were held in February. The number of examinees increased from 284 in the previous year to 305 in the present year. A corresponding increase in the number of outside candidates, *viz.*, 97 as against 84, is also noted.

Prathama	...	...	...	46	passed out of	108 candidates.
Madhyama—						
Entire course	...	...	...	18	ditto	44 ditto.
Graduated „	...	...	...	59	ditto	82 ditto.
Acharya	...	...	...	46	ditto	71 ditto.

Three men gained the requisite number of marks for the degree of Acharya in Vyakarana (Grammar). On the whole, the results of the examinations are satisfactory. Outside schools and pathsalas (with some marked exceptions) reached a higher average standard than in the past two or three years; though Sanskrit composition is still

the weak point with Prathama examinees all round. The Purvamimansa is now systematically taught by more than one of the professors. Six candidates out of 13 passed a very creditable examination in the Apodevi and the first four chapters of the Madhviyanyaya mala. During the past year 45 students read in the Anglo-Sanskrit Department. The results of the annual examination were moderate. Better results would have been obtained if some of the senior pupils had not left during the past session, as in previous sessions, to take up appointments as School Pandits in these provinces and elsewhere. In attempting to meet the demand for a better stamp of Sanskrit and Hindi teachers in zila and other schools, the Anglo-Sanskrit Department is doubtless doing good work; but it cannot hope to advance in this way beyond the matriculation standard in English to the realization of its higher aims. No Sanskrit manuscripts were purchased during the past year, no funds being available for this purpose. The Pandit Journal appeared regularly; and three philosophical texts (hitherto unedited) are nearly finished in the new Sanskrit series.

23. An annual Arabic examination is held under the Department, and I give in the following statement its results for the last two years :—

Mulla Examination.

	1890.		1889.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department	2	1	...	...
Chashmai Rahmat School, Gházipur	2	2	2	1
Madrasa Maulvi Abdulla „	3	1	...	...
Zila School, Mirzapur, Oriental Department	4	2	...	...
Private candidates	...	...	3	1
Total	11	6	5	2

The increase in the number of candidates is probably due to the fact that the lower classes of Arabic schools, who began the study of the departmental course three years ago, have now risen to the top of the school. The complete course of study for the *Mulla* examination covers four years.

24. *Law Departments of Colleges.*

College.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of law.	High Court vakíl.	Upper subordinate.	Total.
Canning	175	28	1	2	2	5
Muir	144	20	9	...	2	11
Agra	75	8	1	...	...	1
Queen's	56	8	2	...	1	3
M. A.-O., Aligarh ...	44	1	...	...	1	1
Bareilly	36	2	...	...	...	...
Total ...	530	67	13	2	6	21

The number of students in the law departments of Colleges has risen from 396 last year to 530. With regard to the examinations the following remarks are taken from the report of the Principal, Canning College :—" The work done in the Law class is not, as in the college classes, a preparation for the examination at the end of the year. Mr. DeGruyther, the Law Professor, merely takes up a portion of the course, treats it thoroughly and systematically, and illustrates from it how the subject ought to be studied. The law examinations are prepared for after the students have left the college, in some cases several years after, when they have more leisure and have not other studies to distract their attention. For example, of the five candidates who appeared at the LL.B. examination, only one had studied under Mr. DeGruyther. The examinations are, therefore, no proper test of the instruction actually given in the class, in the same way as examinations in Arts are, for they are the result of private study, and the college teaching only affects them indirectly by accustoming the student to sound and profitable methods of investigating the subject before him. I think it is a mistake on the part of the University to allow the studies in Arts and the studies in Law to be simultaneous. This circumstance, together with the fact that mere attendance qualifies for examination, fills the class with large numbers of those who have no other object in view than to put in a certain number of attendances. This would be obviated if the course in Arts was

finished in every case before the course in Law began. The students would then work in earnest, and many of them would go forward to the examination fresh from the influence and training they have received from their professor. Only one of the above candidates went straight from the college and he passed in everything except Revenue and Rent, a subject which he would not require to be acquainted with for the purpose of practising in the Panjáb, which he intended to have done had he been successful."

SECTION IV.—SCHOOL EDUCATION, GENERAL.

25. The schools in which English is the principal subject taught, *viz.*, the Anglo-vernacular schools, are tested annually by two public examinations, the Entrance or Matriculation of the University of Allahabad, and the Anglo-vernacular or English Middle Examination conducted by this Department.

26. The following table compares the results of the University Entrance Examination of the last two years of the several groups of English high schools :—

University of Allahabad Entrance Examination.

Class of school.	1891.						1890.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	477	38	104	105	247	52	437	47	128	94	269	62
Aided ...	639	20	95	125	240	38	569	30	110	113	253	44
Unaided ...	63	1	13	9	22	35	33	2	3	5	10	30
Total ...	1,179	58	212	239	509	43	1,039	79	241	212	532	51

There was an increase in the number of candidates, but the number of passes fell from 532 to 509. This depreciation in the results was due, I believe, entirely to the greater strictness with which the examination was conducted and not to any deterioration of the students. In 1889 considerable leniency was shown in this examination and 63 per cent. of the candidates passed. In 1890 the standard was raised, with the result that only 51 per cent. passed, and this year a similar procedure has reduced the proportion of successful candidates to 43 per cent. The experience of the colleges during the last two years has shown unmistakably that in the year 1889 many youths were permitted to matriculate whose preparation at school was insufficient to enable them to follow the college courses. The enhanced difficulty of the Entrance Examination of the new University is based on this experience. The superior success of the students prepared at the State Schools over those at Aided Schools is as strongly marked as usual.

27. In the following table I give the percentage of success of each class of school in the several subjects :—

University of Allahabad Entrance Examination. Percentage of success.

Class of school.	1891.				1890.			
	English.	Mathematics.	Second language.	History and geography.	English.	Mathematics.	Second language.	History and geography.
State ...	74	74	84	80	72	87	91	86
Aided ...	64	56	71	70	58	74	80	70
Unaided ...	59	62	79	65	55	70	76	61

It will be seen from the above that the percentage of success fell in mathematics and second language; in English the candidates were more successful than last year.

28. In the following abstract I compare the results for the schools of each of the four educational circles :—

University of Allahabad Entrance Examination.

Circle.	Class of school.	1891.						1890.					
		Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I.	II.	III.				I.	II.	III.		
First.	State ...	104	13	22	22	57	55	90	12	32	10	54	60
	Aided ...	226	8	44	61	118	50	190	11	40	38	89	47
	Total ...	330	21	66	83	170	52	280	23	72	48	143	51
Second.	State ...	113	3	23	22	48	42	113	6	31	31	68	60
	Aided ...	113	4	10	22	36	32	107	6	25	22	53	50
	Unaided ...	44	...	8	6	14	32	15	...	3	1	4	27
	Total ...	270	7	41	50	98	36	235	12	59	54	125	53
Third.	State ...	181	15	38	43	96	53	169	23	43	41	107	63
	Aided ...	236	6	36	35	77	33	229	10	41	49	100	44
	Unaided ...	19	...	5	3	8	42	18	2	...	4	6	33
	Total ...	436	21	79	81	181	42	416	35	84	94	213	51
Fourth.	State ...	79	7	21	18	46	58	65	6	22	12	40	62
	Aided ...	64	2	5	7	14	22	43	3	4	4	11	26
	Total ...	143	9	26	25	60	42	108	9	26	16	51	47
	GRAND TOTAL ...	1,179	58	212	239	509	43	1,039	79	241	212	532	51

The proportion of success of the state schools was in 1890 much the same throughout the province. This year, however, the 2nd or Oudh Circle has succeeded in passing only 42 per cent. of its candidates, while the schools from the 4th Circle or Rohilkhand pass 58 per cent., and the other two Circles 55 and 53 respectively: the result in Oudh is inferior. The aided schools of the First (or Meerut-Agra-Jhánsi Division) have been most successful, passing 50 per cent. to 32 and 33 of the other two large circles.

29. The following schools may be noted as specially successful at this examination :—

University of Allahabad Entrance Examination of 1891.

Circle.	School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First ...	Bulandshahr, Zila High School	13	...	4	5	9	69
	Saháranpur, ditto	6	2	2	1	5	83
	Etáwah, ditto	7	1	2	4	7	100
	Dehra Dún, Mission School	10	...	3	4	7	70
Second ...	Sitapur, Zila High School	6	1	2	3	6	100
	Lucknow, C. M. High School	6	...	1	3	4	67
	Balrámpur, Lyall Collegiate School ...	5	...	...	4	4	80
Third ...	Cawnpore, Zila High School	20	1	7	7	15	75
	Bánda, ditto	11	1	2	6	9	82
	Allahabad, A. B. P. School	7	1	2	2	5	71
	Benares, Bengali Tola High School ...	10	1	6	2	9	90
Fourth ...	Moradabad, Zila High School	19	2	6	5	13	68
	Naini Tal, Diocesan Boys' School ...	3	...	2	1	3	100
	Total ...	123	10	39	47	96	78

Of this group the Cawnpore Zila School must be considered as the most successful: it is comparatively easy to prepare a small class for the examination, but to pass 15 out of 20 shows unmistakably that really good work was done in the school under Pandit Bishambhar Nath.

It should also be noted that of 50 candidates from the Bareilly Zila School, 28 passed; of 53 from the Benares Collegiate School, 33 passed; and Fyzabad Zila School succeeded in passing 14 out of 24, all good results with reference to the large classes the teachers had to deal with. Of the 53 candidates from the Benares School, three only failed in English, a result highly creditable to the teaching of the Head Master, Mr. Siddons.

30. As a foil to the above table the following shows the schools which failed completely or almost completely at the examination:—

University of Allahabad Entrance Examination of 1891.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Mainpuri Mission School	5	1	20	
Bahraich Zila School	11	...	...	
Gonda ditto	9	1	11	
Rae Bareli ditto	12	2	17	
Partábgarh ditto	5	1	20	
Lucknow Albert Institution	11	1	9	
Cawnpore Christ Church School	11	2	18	
Boys' High School, Allahabad	10	2	20	
Gházipur Victoria School	23	4	17	
Basti Church Mission High School	5	1	20	
Dwarahat Aided Mission School	2	...	...	
Almora Ramsay College	22	4	18	
Ditto Hindu High School	20	1	5	
Total ...	146	20	14	

The almost complete failure of the candidates from the Zila Schools at Bahraich, Gonda, Rae Bareli, and Partábgarh was not creditable to the teaching in those institutions.

The English Middle Examination.

31. A great change was introduced with this examination this year in accordance with a scheme issued in July 1889. The Anglo-Vernacular Examination of this Department had hitherto been regarded not as a step towards the Entrance Examination, but as an independent end in itself. It was an examination entirely in the vernacular language, in which English was dealt with simply as a language to be learnt in the same way as one of the oriental classics. In 1889, it was revised and made a step towards the Entrance Examination—a real *middle* examination in subordination to the *high* examination of the University. In accordance with this scheme the subjects, history, geography, and mathematics are now taught in English, and no candidate can pass unless he has a really practical knowledge of that language. The whole curriculum of the English schools has been revised to lead up definitely to this examination and through it to the Entrance Examination. The change was very considerable and good results cannot be attained until the properly trained boys of the lower classes rise standard by standard to the middle classes. The following extract from the annual report of the Second Circle by Mr. Nesfield further explains the change which has occurred in the course.

32. "The character of the examination has been radically changed since its foundation by a late Director, Mr. Kempson; and this was the first occasion on which the new examination (for so we must regard it) came into force. The aim avowed by Mr. Kempson in establishing his own middle class standard was to render the schools of this province independent of the Calcutta University, and this could only be effected by setting up an entirely different test, which should satisfy (as he supposed) the needs of the public service and at the same time block the way to matriculation. When the Allahabad University was founded, this state of things could no longer be tolerated, and the examination has now been made (as its name "Middle class" ought to have required it to be from the first) strictly preparatory to the matriculation course. The change is thus described by Mr. DeCruz, the Head Master of Fyzabad, whose remarks would, I think, be endorsed by most other Head Masters besides himself:—'There has been a radical change in the mode of imparting instruction, and this, as will be shown hereafter, accounts in a great measure for the comparatively poor results obtained at the annual examinations in the primary and middle sections of the school. In all classes of these sections, English was learnt only as a second language. All that the students were required to do in English was to read the prescribed text-book and a

little Grammar, all the other subjects being taught in the vernacular. The consequence was that a very limited knowledge of English was acquired; and with such a limited knowledge, the students in the upper primary and middle sections find it very difficult to master their new text-books in history, geography, and mathematics. But it is hoped that this state of things will not continue long. As the students come up from the lower classes better grounded in English, they will be able to read and understand their special subjects with greater facility.' There is one evil, however, which cannot be rectified all at once by a mere change in the curriculum. There has been a distinct deterioration of teaching power on the part of the tuitional staff at all the schools in this part of India with which I have been acquainted for the last 15 years. Men, who for many years past have been teaching everything in the vernacular, cannot now express themselves in English as they formerly did, and the young men, who have been more recently appointed and whose own training was imparted to them under that retrograde system, are under the same difficulty. Neither students nor pupils can now speak to each other in the language with which, if they desire to prosper in life or take up any of the modern professions or carry their studies far enough to obtain a University degree, they must make themselves familiar. Things will no doubt come right in time if the new curriculum is allowed to remain in force."

33. I give in the annexed abstract the comparison of this examination with the Anglo-Vernacular Examination of the previous year, but with reference to the above remarks it will be understood that the sets of figures relate to radically distinct standards:—

The English Middle Examination.

Class of school.	1891.						1890.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	883	25	148	159	332	38	1,238	38	405	249	692	56
Aided ...	1,062	12	95	153	260	24	1,373	13	270	256	539	39
Unaided* ...	486	4	13	50	67	14	781	1	68	89	158	20
Total ...	2,431	41	256	362	659	27	3,392	52	743	594	1,389	41

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The candidates had barely two years to prepare for the change, and the result is not surprising: instead of 692 successful candidates from State Schools we have less than half this number, and an even larger reduction among candidates from aided schools. It will be seen also that there was a considerable reduction in the number of candidates from these schools, due, I think, chiefly to the enhanced scale of fee which was introduced into the middle section of schools at the beginning of the term. But promotions into the middle class were also checked by the introduction in 1889 of the definite standards for each class above referred to and the institution of a more regular system of annual school examination of each class. Some years must elapse before the success of candidates can approach that attained under the old system.

34. In the following statement the results for the four inspection circles are compared:—

The English Middle Examination.

Circle.	Class of School.	1891.					
		Number of candidates	Passed in Division—			Total	Percentage of passes.
			I.	II.	III.		
First ...	State	217	8	49	44	101	47
	Aided	344	8	44	71	123	36
	Unaided*	123	...	2	16	18	15
	Total ...	684	16	95	131	242	35

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The English Middle Examination—(concluded).

Circle.	Class of School.	1891.					
		Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I.	II.	III.		
Second,	State	226	6	36	33	75	33
	Aided	96	...	13	17	30	31
	Unaided*	147	3	6	14	23	16
	Total ...	469	9	55	64	128	27
Third...	State	287	4	30	49	83	29
	Aided	467	4	30	48	82	18
	Unaided*	157	1	2	14	17	11
	Total ...	911	9	62	111	182	20
Fourth,	State	153	7	33	33	73	48
	Aided	155	...	8	17	25	16
	Unaided*	59	...	3	6	9	15
	Total ...	367	7	44	56	107	29
	GRAND TOTAL ...	2,431	41	256	362	659	27

* The figures entered opposite this class of school include private candidates and candidates from private schools.

35. The State Schools of the 1st and 4th Circles, Meerut, Agra, and Rohilkhand were fairly successful, passing 47 and 48 per cent. of their candidates. In the 2nd and 3rd Circles a percentage of only 33 and 29 was attained. In every Circle the result for the aided schools was much inferior to that attained in the State Schools; in the 3rd Circle the large aided schools of the Benares and Allahabad Divisions passed only 18 per cent. of their candidates.

36. The following table compares the percentages of success in each of the four subjects of examination:—

The English Middle Examination. Percentages of success.

Class of school.	1891.				1890.				
	English.	Mathematics.	Second language.	History, geography, and science.	English.	Mathematics.	Second language.	History and geography.	Science.
State	60	46	64	51	85	60	76	87	95
Aided	48	33	54	40	74	44	61	67	85
Unaided	30	22	37	25	54	27	47	55	77

It will be seen that in the Government Schools the percentages of success in science and history fell from 95 and 87 to 51. The reason is obvious; under the former system this subject was easily crammed and indeed of little or no value when it was. It has now to be mastered in English, and neither the teachers nor the pupils were properly prepared for dealing with it in that language. The knowledge of English now required is considerable, and as a result the percentage of success fell from 85 to 60. No scholar who has not been well taught in his English can now hope to pass this examination.

37. Notwithstanding the difficulty of this examination, unavoidable in the first year of its introduction, many of our schools were remarkably successful, as will be seen from the following statement :—

The English Middle Examination of 1891.

Circle.	School.	Number of candidates.	Passed in Division— I.	II.	III.	Total number of passes.	Percentage of passes.
First.	Saháranpur Zila High School	13	4	5	2	11	85
	Meerut ditto	33	1	13	8	22	67
	Farukhabad ditto	17	...	5	6	11	65
	Etáwah ditto	18	...	5	5	10	56
	Training School, Dehra Dún...	3	...	1	1	2	67
	Orman School, Roorkee	5	2	2	...	4	80
	Cantonment School, Meerut	9	1	3	1	5	56
	Anglo-Vernacular School, Sikandrabad	7	...	1	3	4	57
	Church Mission School, Gházíabad	5	...	1	2	3	60
	Finlay Municipal School, Fatehabad	3	...	...	2	2	67
Second	Anglo-Vernacular School, Nakhas, Lucknow ...	8	...	4	1	5	63
	Lyall Collegiate School, Balrámpur	3	...	1	2	3	100
	Queen's Anglo-Vernacular School, Lucknow ...	8	2	2	3	7	88
Third,	Rifah-i-Ám School, Kara, Allahabad	7	...	4	1	5	71
	Bengali Tola High School, Benares	17	1	5	6	12	71
Fourth.	Sháhjahánpur Zila High School	20	...	7	4	11	55
	Pilibhít ditto	5	...	...	3	3	60
	Bijnor Zila Middle School	12	...	6	4	10	83
	Middle Aided School, Káshipur	2	...	2	...	2	100
	Total ...	195	11	67	54	132	68

The success attained by the zila schools at Saháranpur, Meerut, Farukhabad, Etáwah, and Bijnor, is highly creditable to the teachers; and the Queen's Anglo-Vernacular School, Lucknow, and the Bengali Tola School at Benares are also deserving of especial mention. They have shown what can be done by sound teaching.

The results attained by the zila schools at Bareilly and Cawnpore were also creditable considering the large number in the classes, the former passing 35 out of 69 candidates and the latter 21 out of 44. The middle class from the Benares Collegiate School almost completely failed, out of 64 candidates only 15 obtaining certificates, a most unsatisfactory result. It should be also noted that the zila schools of Gonda, Bahraich, and Partábgarh, which failed so completely at the Entrance Examination, were equally unfortunate at the Middle English Examination.

State English Schools.

38. There are 37 State English or zila schools under this department. The following are the statistics of average attendance during the last two years :—

State English Schools. Average attendance.

Year.	30 High Schools. High section.	Middle section.	Upper primary section.	Lower primary section.	Total.	7 Middle Schools. Middle section.	Upper primary section.	Lower primary section.	Total.
1891	1,042	1,605	1,643	1,101	5,391	152	177	261	590
1890	905	1,984	1,784	1,320	5,993	213	220	305	738

Note.—The above statistics are compiled from the Annual Inspection Reports.

The decrease in the middle section is due to the introduction of an enhanced scale of fee. The primary sections have been reduced owing to the establishment of branch primary schools, established with grants-in-aid to relieve the overcrowded state of the zila schools. The number of scholars has now been generally reduced to that which can be properly accommodated in the available school room.

39. The State English middle schools are being raised one by one to the high standard, as local contributions become available for the purpose. It is now recognised, both in this department and outside, that an English education to become fruitful must be carried on to the high standard, and that boys who have ceased to attend school after passing the middle standard have no sufficient knowledge of English for practical work. There are now only four middle zila schools left, at Mainpuri, Etah, Hamírpur, and Lalitpur, and as soon as sufficient local contributions are available, the high section will be opened in these.

40. The following compares the zila schools of the four circles :—

State English Schools (zila schools).

Circle.	1890-91.			1889-90.		
	Number of schools.	Average number of scholars on the rolls.	Fee income.	Number of schools.	Average number of scholars on the rolls.	Fee income.
			Rs.			Rs.
First	11	1,706	24,022	12	1,911	22,612
Second	11	1,871	21,395	11	1,943	18,413
Third	9	2,374	32,137	9	2,478	29,443
Fourth	6	1,241	17,664	6	1,301	16,439
Total ...	37	7,192	96,118	38	7,633	86,907

It will be seen that the decrease in attendance and the increase in the fee income above explained have occurred throughout the province. The result financially of these changes may be seen from the following abstract :—

Expenditure on the State English Schools.

Year.	Average monthly number on the rolls during the year.	Expenditure from—			Total.	Incidence per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	
1891	7,192	1,56,398	96,118	4,490	2,57,006	35·7
1890	7,633	1,66,361	86,907	4,888	2,58,156	33·7

While the total expenditure has remained practically stationary, the decreased attendance has raised the annual average cost per scholar from Rs. 34 to Rs. 36. It should be noted, however, that the decrease in the lower sections and the increased attendance in the high sections necessarily involves a higher *rate* of expenditure, on account of the high salaries paid to teachers in the high section. The large increase in the fee income has reduced the charge on public funds by Rs. 9,963.

41. *Aided Anglo-Vernacular or English Secondary Schools.*

Year.	Number of schools	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper primary section.	Lower primary section.	Total.
1891	74	1,227	2,405	2,556	6,209	12,397
1890	76	1,000	2,816	2,668	6,733	13,217

The number of Anglo-Vernacular or English Aided Secondary Schools decreased from 76 to 74. These schools teach the same course as the State Schools dealt with in the preceding paragraph. It will be seen that there was a diminution of attendance in these schools similar to that noticed in the State Schools, and it was mainly due to the same causes.

42. In the following abstract I compare the statistics of these two classes of schools :—

English High and Middle Schools, 1890-91, *State and Aided.*

Class of schools.	Number of schools	Number of scholars on 31st March 1891	Expenditure during the year 1890-91.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources	Total.	Public funds.	Fees.	Other sources.	Public funds	Total expenditure.
			Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.		
State ...	37	7,086	1,56,398	96,118	4,490	2,57,006	61	37	2	22·1	36·3
Aided ...	74	12,397	1,41,772	91,869	87,948	3,21,089	44	29	27	11·4	25·9

It will be seen that the great majority of boys learning English are in the aided schools, and that the expenditure on these schools from public funds is considerably less in the aided schools, the balance being made up from endowments and other sources. In the State Schools 37 per cent. of the charges are now met from fee income, while in aided schools this source of income meets only 29 per cent. The cost per scholar in the aided school is very much less than in the Government School, and the success of the two classes of schools as shown by the public examinations above summarized corresponds closely with the amount expended. For example, the Government Schools paying, as above, Rs. 36 per head,* passed 52 per cent. of their boys at the Entrance Examination, and 38 at the English Middle Examination; but the aided schools spending Rs. 26 per head passed only 38 per cent. and 24 per cent. respectively. It should be further, noted with reference to the above comparison, that a much larger proportion of the scholars in the aided schools are receiving a cheap education in the primary classes.

Examination of the Primary Classes.

43. The following extract from the report of the Inspector of the First Circle regarding the method adopted in his circle for the examination of the primary classes in the English Schools, State and Aided, of his circle, is of general interest :—

"In accordance with your instructions the primary examinations of the aided schools were postponed till as near as possible to the close of the school year, and wherever there happened to be more than one Anglo-vernacular school in a place the corresponding classes of the different schools were examined together. The first group of chools thus examined were the Mission and Training Schools at Dehra on the 30th sand 31st of January. Similar examinations were held subsequently at Saháranpur, Farukhabad, Agra, and Meerut by myself, and at Mainpuri by the Assistant Inspector, Agra Division. The 5th and 7th classes of the remaining aided schools were examined singly by myself or by the Assistant Inspectors in February or March. The examinations were conducted in accordance with the Appendix No. 1 to your Circular No. 49 of 1889 with the following modifications, *viz.*, in the 5th class translation as well as copy-books were required to be shown, and in both classes the translation exercises were oral. I considered it necessary to call for the fair copies of the translation books, in order to ascertain how the teachers were paying attention to this part of their work, while the proficiency of the boys in general knowledge of English was tested by oral translations of sentences made up of words taken from the reader, and in the 5th class also of simple sentences in the vernacular, which they were required to put into English. The full marks in English were thus assigned :—5th class, Grammar 3, Reader 7, Poetry 3, Dictation 5, Copy-books 2, Translation books 4, Oral Translation 6; 7th class, Reader 10, Poetry 4, Dictation 7, Copy-books 4. The pass marks were 10, but where a boy failed badly in writing to dictation I did not allow him to pass. In Arithmetic four questions were set, chiefly of a practical kind, two easy and two somewhat more difficult, and the boys were required to do two right in order to pass. I observed that in this subject their figuring was generally correct enough, and that where they failed the reason was that they either could not or would not apply themselves to think out the meaning of the questions set and the steps to be taken in order to solve them. In the History and Geography of the 5th class boy swere required to get one-fourth of the full marks in both subjects in order to pass.

"Although failures were many and passes few, I regard the results of this attempt to gauge the teaching in the primary sections of English schools as very satisfatcory. The examination was not at all too difficult for really well taught classes, such as those

* *Note.*—In this table to compare the two sets of figures, the expenditure on State schools is calculated on the number on the rolls in March.

of St. John's Collegiate School, Agra, and, on the other hand, it served to detect and expose most thoroughly defects in the teaching of many aided schools which might otherwise have remained hidden. I append the results:—

Zila Schools.	Upper primary.		Lower primary.	
	Examined.	Passed.	Examined.	Passed.
Muzaffarnagar...	28	20	24	19
Bulandshahr	21	19	18	18
Aligah	33	30	18	15
Meerut	35	12	34	18
Sahâranpur	22	13	34	28
Lalitpur	5	4	14	12
Muttra	21	6	22	13
Etâwah	22	13	36	28
Etah	25	7	12	10
Mainpuri	13	7	12	11
Farukhabad	24	13	37	21
Total ...	249	144	261	193
Percentage of passes ...	58		74	

Aided Schools.	Upper primary.		Lower primary.	
	Examined.	Passed.	Examined.	Passed.
Orai	7	4	10	5
Kâganj	8	5	4	2
Hâthras	10	6	12	6
City School, Jhânsi	16	6	28	16
Training School, Dehra	10	1	5	1
O-maan School, Roorkee	11	3	17	8
Devnagari Patshala, Meerut	6	1	9	1
Mission School, Meerut	14	...	19	5
Ditto, Dehra	21	4	19	7
Ditto, Sahâranpur	12	6	17	10
Ditto, Mainpuri	5	3	3	3
St. John's Collegiate School, Agra	36	16	46	29
Mission School, Farukhabad	13	3	28	11
Mufid-i-Am School, Agra	61	18	42	23
Victoria School, Agra	29	9	38	9
Cantonment School, Meerut	16	...	16	2
Subscription School, Fatehgarh	14	4	12	3
Total	289	89	325	141
Percentage of passes ...	31		43	

"As regards the instruction given in the junior classes of all schools which I have inspected, it seems to me that excessive stress is laid on the cultivation of the memory to the neglect of the other mental faculties. In English some teachers appear to think that they have done their duty in explaining the reader if they have tried to induce their pupils to commit to memory a vernacular translation of it. In very many cases when I asked the boys to construe a simple passage taken from the reader with a clause or an adjective omitted, or with some such slight variations, they listened to what I said only so far as to discover the passage which, as they thought, I was quoting, and when they had found it they gave the translation of it, or of some other passage, which they had learnt by heart from their teacher without any regard to the words omitted. It is, of course, necessary that they should commit English sentences to memory, perhaps even to a greater extent than they now do, if they are ever to learn to speak English. But it seems to me that nearly all the value of the reading book is lost if no attention is paid to the information it conveys, and its sentences are regarded merely as cues to enable the reader to recite a string of Hindustani words—often, owing to excessive literalness in translating, very bad Hindustani. I have therefore urged upon teachers that as regards the reading books the main thing is to see that the children comprehend their meaning, and that the power of speaking English and understanding it when it is spoken is to be acquired by daily committing to memory short sentences in either English or Hindustani and their equivalents in the other. It is, however, to Arithmetic that I think we must chiefly look,

in the absence of drawing and object lessons, to correct this objectionable tendency towards excessive memorizing. In the case of Mathematics, it is, I believe, the chief cause of that falling off in power which I have for some years observed in the students of our college classes. I find that boys at school learn terms and symbols and their relations by heart as far as they can without at all trying to realize them in thought. When they become older, they can perform analysis to a certain extent so long as fixed rules committed to memory are available, but synthetic problems in Geometry as well as the application of mathematical principles to problems in Natural Philosophy are very difficult for them. I think that school mathematics should deal much more with the concrete than is at present the case, in order to induce boys to exercise the faculties of observation and reflection. I have pointed out to Head Masters that, in order to meet the requirements of the new curriculum, much of the teaching given in the lower classes must be remodelled. English in particular will now have to be taught as a medium of conversation, not merely as a species of literature. Some of the assistant masters will also want help in teaching Physical Geography and History in the fourth and fifth classes and all require to feel more distinctly the controlling authority of the Head Masters. I hope to be able to make arrangements by which Head Masters may be relieved of a larger part of the instruction of the entrance class, and may have more leisure to supervise and regulate the teaching of their subordinates. If they will do this carefully and thoroughly progress in English will be much more rapid, and the majority of boys sent up for the Middle Class Examination will probably have as good a colloquial knowledge of English as an ordinary head clerk. It will then be possible to begin the rudiments of scholarship in the second class."

44. It remains to show the statistics of the three aided collegiate schools :—

Aided Collegiate Schools.

School.	Number on the roll on the 31st March 1891.		Result of the Allahabad University Entrance Examination, 1891.			Result of the English Middle Examination of 1891.		
	In high section.	In middle section.	Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.
Canning	85	...	50	12	24	...	...	...
Agra	137	170	76	45	59	60	20	33
Muhammadan Anglo-Oriental	58	52	31	16	52	14	3	21
Total ...	280	222	157	73	46	74	23	31

The middle section in the Canning College has been closed. Both the Agra and the Muhammadan Anglo-Oriental Colleges did fairly at the Entrance Examination, but they failed as most other schools did at the Middle Examination. The entrance class at the Canning College met with a disastrous failure at the examination; 30 of the 50 candidates failed in mathematics.

45. The following general remarks on the staff of teachers in our English schools and their work are taken from Mr. Boutflower's report on the first circle :—" The best of the 3rd masters are, I fancy, dissatisfied with their positions. Their intellectual attainments are not such as to qualify them for higher masterships, and their only hope of promotion is to get into the inspecting line. Among the lower masters there are many who, beyond the power of teaching the class books, have none of the qualifications of a schoolmaster. They are quite unable to repress idleness or to exercise any wholesome moral influence over their pupils. Such mental force as they once possessed was quite used up in cramming for the Entrance Examination. It is much to be regretted that the education of boys at our zila schools should have to be confided to these prematurely played out persons. The zila schools of to-day are the principal manufactories of the public opinion of the next generation. The way in which the boys now at school will treat public matters when they grow up to be men will very much depend on the ideas and habits which are now being formed in them. It is admitted that a purely intellectual education tends to exalt selfishness to the ruling principle of life. Mr. Nesfield has endeavoured, as far as he could, to take away this reproach from our educational system by introducing into his readers interesting extracts of an admirable moral tone. Unfortunately, boys are not much affected by what they read in books unless it is sensational and appeals to their emotions. But personal influence counts for much with them, and it is to the masters chiefly, I think, that we must look to produce the desired type of character in them, if, indeed, under our present system it can be produced at all. For this reason I have laid perhaps more stress than is customary in an annual report on what I consider to be the principal

shortcoming in the teaching staff. The only remedy which I am able to suggest is the employment of a larger number of University graduates and undergraduates in our zila schools. It could, I think, be shown that the best college students do from their daily intercourse with cultivated European minds acquire unconsciously a higher tone of thought, and it is most unfortunate that we are so little able to utilize them as teachers. An apprenticeship of a year or so under a high class head teacher would make them most valuable as schoolmasters. In addition to the moral incompetence of the junior masters, which I am afraid is even more marked at aided than at zila schools, there are various hindrances to the maintenance of proper discipline at the schools which I have inspected, and these act as predisposing causes of misconduct. Foremost among them is overcrowding, which I have frequently had to notice in the schools of the Meerut Division. Another is a multiplicity of Anglo-vernacular schools in the same place. It might have been supposed that this would have improved their efficiency by creating a healthy spirit of rivalry. Unfortunately, as far as my observation goes, this rivalry is very demoralizing both to masters and pupils, and I am afraid that the former, in order to show good attendance and examination returns, and thus gain, as they suppose, the favourable judgment of the department, are sometimes led into practices inconsistent with the dignity of their position. They certainly promote boys who are quite unfit for promotion, and it is probable that they do so lest the boys should leave the school. They are not as particular as they ought to be in making enquiries about boys who come for admission without a scholar's register; and they are much too zealous in preferring complaints, sometimes groundless, against other schoolmasters for infractions of the inter-school rules. The unsatisfactory condition of the Meerut and Dehra Schools is, I have no doubt, largely owing to these two causes. In fact, I may say that the only place in this circle where there are two Anglo-vernacular Schools receiving aid from the Government and working in complete harmony is Aligarh, the reason being that they appeal to different sections of the community. That Head Masters should tout for boys as they do, in order to swell their roll, must be ruinous to school discipline."

46. The following gives the distribution of the Hindus and Muhammadans through the several sections of the zila schools as they were found on the day of the annual inspection of each school :—

Distribution of Hindus and Muhammadans in the sections of zila schools.

	Preparatory section.	Lower primary.	Upper primary.	Middle.	High.	Total.
Hindus	355	1,004	1,681	1,658	991	5,689
Muhammadans	117	315	445	359	207	1,443

N.B.—The scholars of the Collegiate School at Benares and the Pilibhit Municipal School are included in the above table.

Taking the number of Muhammadans to every 100 Hindus in each of the above groups, we find the proportion steadily increasing as we go lower down the school: in the high section we have 21 Muhammadans to every 100 Hindus, in the middle section 22, in the upper primary section 26, in the lower primary section 31, and finally in the lowest classes of all 33 per cent.

47. If the addition of Muhammadan boys to the lower classes of the school was constant from year to year, this diminution in the proportion in the higher classes must have arisen from the boys not obtaining promotion and leaving the school in consequence. I do not think, however, this has occurred, and I am inclined therefore to attribute the increased proportion of the Muhammadan boys attending the lower sections of the school to an actual increase in the number of admissions from among this class due to a steady extension of the demand for English education among them. It is interesting to note that there are 25 Muhammadans to every 100 Hindus on the total attendance.

Physical Education.

48. Steady progress has been made under the orders printed in para. 86 of the Manual of General Orders of this Department, in athletic exercises and games. Many of the aided schools have followed the lead of the state schools, and within another year or so it will be possible to attach to grants a condition that efficient measures shall be taken to promote this branch of training. Under No. 15 of the orders above referred to, the first annual meetings of the school clubs to compete for prizes were held. Mr. Boutflower organized a very successful inter-school tournament of the schools of his circle at Aligarh, and Mr. Welby superintended a similar meeting at Allahabad. I hope this year that the Inspectors of Rohilkhand and Oudh will also be able to follow this lead. As this branch of departmental work is new and important, I give detailed reports from the Inspectors on the subject. Mr. Nesfield reports :—

49. "*Bara Banki.*—At present the boys are allowed by courtesy to play on the police parade ground, which is about 10 minutes walk from the new boarding house now being

built. The present boarding house is nearly two miles distant from the play-field, and this has been a bar to progress. Nevertheless athletic sports have not been neglected. Here, as in all the other schools, there is need of a good teacher.

"*Unao.*—Here there is still urgent need of a cricket ground near the zila school and the boarding house. Ground exists, which would answer the purpose very well, but it is private property, and is at present laid out in fields for agricultural produce. Application has been made for the grant of this land. Meanwhile the only ground available for cricket is a piece of land at the opposite end of the town, some two miles distant from the boarding-house. The playing does much credit to the Head Master, Munshi Mahesh Prasád, who has not allowed the interest of students in this matter to flag.

"*Sitapur.*—There is a ground near the school and boarding-house. But it is rather too small. Athletic sports are making progress. A cricket match was played last year between the school eleven and the East Lancashire Regiment stationed in Sitapur, in which the school was victorious. The school, however, was aided by the two best players from the Kheri school eleven.

"*Hardoi.*—Here there is a good field, not far from the boarding-house and school. The school is making good progress, not only in cricket, but in the other kinds of games and athletic sports. The Head Master reports that 'the aversion to games among the respectable or well-to-do classes is gradually dying out.'

"*Kheri.*—Here too there is a good field conveniently situated, and very fair progress has been made. Here the chief movers are Rasik Lal, the third master, and Jai Patra Singh, the fourth master.

"*Fyzabad.*—Here there is a good cricket field immediately facing the boarding house. Other athletic sports are carried on in the school compound. A teacher of cricket is much needed. The Fyzabad eleven was defeated in a match with the Balrámpur eleven, which has a teacher provided for the purpose; but it was successful in a match played with the Gonda eleven.

"*Gonda.*—Here athletic sports are popular owing to the good example set by Thákur Chedi Singh and by Pandits Kanhaiya Lal and Ram Dhan Misra, assistant masters. The local District Officers speak highly of the cricket and other sports, and have contributed towards the recreation fund.

"*Bahraich.*—Here, for want of boarders in the boarding-house and for want of a cricket ground, athletic sports could not be taken up until lately. A ground has now been secured; but it is too small, and application has been made (unsuccessfully so far), for its enlargement. Nevertheless a beginning has been made, and the Head Master has not been slack in giving his help in the matter.

"*Rae Bareli.*—Here satisfactory progress is being made. Parallel bars and several other appliances have been set up in the school compound. The cricket field is capacious, and not at an inconvenient distance from the school. In the late agricultural exhibition held at Rae Bareli a match was played against Partábgarh, in which the Rae Bareli eleven were successful.

"*Partábgarh.*—Progress in cricket is unsatisfactory, and must remain so until a proper ground can be made. The whole of the land for a mile or two round the school consists of sand, on which no playing can be properly done. The only remedy will be to import several waggon loads of river clay or mud to be laid down on the sand two or three inches deep.

"*Sultánpur.*—A better beginning has now been made. For a long time there was no cricket ground at all. Permission has now been procured from the Police Department for playing on the parade ground, which is less than half a mile distant from the school."

50. Regarding physical education in the first circle, Mr. Boutflower writes:—

"A cricket and athletic tournament open to all Collegiate, Zila, and Aided High Schools of this circle was held at Aligarh during Christmas week. Mr. Beck very kindly placed at my disposal a large amount of accommodation in the boarding-houses of the M. A.-O. College in which the competitors from the various schools were lodged. I am also indebted to him and to his Assistants, Mr. Morrison and Mr. Hörst, and to some of his college students, for much useful help readily given in preparing the cricket grounds and racecourses, and in superintending the athletic sports. All the Zila Schools of this circle sent representatives to the meeting, and all except Etah put a cricket eleven into the field. The schools of the Agra and M. A.-O. Colleges were also well represented, but of the aided high schools, Orai alone sent a small band of champions who unfortunately did not distinguish themselves. The first and second days were devoted to cricket matches on the *maidan*, no less than five games being played

simultaneously; on the third day there were athletic sports (running, jumping, hurdle-racing, and throwing the cricket ball) in the College field, and on the fourth day the final cricket match was played between the Agra and M. A.-O. Collegiate Schools. The superiority of the boys of the last named school both in cricket and athletics was very marked. It is, no doubt, partly due to the fact that they are better clothed and fed and physically stronger than the majority of the boys who attend our zila schools, but I think it may also be attributable to their habit of playing football regularly. There is no game like this, in my opinion, for developing activity of movement and staying power in boys; and I am glad to be able to report that at the zila schools where it has been introduced since the tournament it is already very popular. The best cricketing teams after that of the M. A.-O. Collegiate School were those from Agra, Meerut, Farukhabad, and the Aligarh Zila Schools. All these schools as well as Bulandshahr won prizes in the athletic sports; Aligarh, Farukhabad, and Bulandshahr taking the first prizes for the high jump, the 100 yards race, and the hurdle race respectively. For the prizes we have to thank the District Boards. All of them except those of Agra, Dehra Dún, and Lalitpur sent contributions to the prize fund. The Lalitpur Board, however, paid the expenses of the boys from their zila school who otherwise would have been unable to come, and sent up a small contingent from the Thákurs' school also. Athletics and gymnastics are every day becoming more popular in our zila schools, and perhaps the time has arrived when the latter might be recognised as part of the school curriculum. I do not advocate its being made compulsory except for boarders and scholarship holders, but I think that half an hour's instruction daily would be beneficial to the older boys. At present, however, the great obstacle in the way of further development is want of funds. The recreation funds are fairly supported, but where gymnastic masters are entertained a good deal of the income is diverted to their salary. This starves the cricket; grounds are not properly looked after, and bad play is the result. Head Masters have also told me that in consequence they have not been able to arrange as many matches as they could have wished. It is also, I think, hardly desirable that the boys should be able to say that the salary of any one in authority over them comes directly from their pockets. If the gymnastic masters could be put on to the school establishment, their influence would be increased, and funds badly wanted for cricket and the equipment of gymnasia would be available. The persons employed to teach gymnastics at those schools where anything in this direction is attempted are, as a rule, Panjábis. They are steady, respectable men, and seem to take a fair amount of interest in their work. I have not been able to ascertain anything about their mode of instruction, as the time at my disposal after the school inspection had been finished did not admit of my witnessing more than a few performances, presumably by their most experienced pupils. But from what I saw I imagine that they set a great deal more value on the results of the training than on the training itself, and are apt to conclude that if a boy is not proficient at somersault turning, labour is wasted on him. With them it appears to be the 'grand circle' or nothing. There is, I am afraid, too much of this somersault turning, and I think it might with advantage be replaced by a properly graduated series of exercises approved of by the medical authorities; and the instruction given should be occasionally supervised by the Head Master. I have requested the Head Masters to order Jenkin's book on gymnastics, which, as far as I can judge from reviews of it in the English papers, appears to be the best book on the subject."

51. Regarding the progress in the third circle the Inspector, Mr. Welby, reports:—

"Considerable progress has been made in this Department of education in our schools; the pupils evidently begin at last to believe that physical training should form part of the school course. Large crowds attend a cricket-ground at any of the schools on a match day. Both at Cawnpore and Ballia during my inspection the attendance of native gentlemen and the poorer classes was so large that it was difficult to keep sufficient space clear for the games! Many of the mission schools too are following the good example set by our institutions."

52. The following is taken from Mr. Dodd's report on the Fourth Circle:—

"Physical development has now become an established branch of education in the zila schools of this circle. The means employed are gymnastic exercises (generally under trained instructors) and playground games or sports. Considerable skill and art in gymnastics are displayed by the pupils of the Bareilly, Moradabad, and Bijnor Schools in particular. At Shahjahánpur much less enthusiasm on the part both of boys and teachers is displayed in gymnastics and indeed in games also. Cricket and football continue to be especially the favourite games. In these the boys are freer with no instructor to correct and control them, while the games are more exciting and with less fatigue and sustained muscular effort than are required in gymnastic training. The Budaun and Pilibhít schoolboys labour under great disadvantages in physical games and sports by having no playground worthy the name. For cricket or football the boys have to betake themselves to some distant parade ground or other *maidan* to the use of which

permission may have been given with more or less unwillingness. In the short evenings of the cold weather but little daylight remains by the time the boys arrive on the field: in the more enervating seasons of the year boys tired from the class rooms do not readily repair to a cricket-field a mile or more distant. An annual tournament in gymnastics, games, and sports, for the whole of the schools of the Fourth Circle, will be held in Bareilly in the month of December next."

Boarding-houses attached to Zila Schools.

53. The subsidiary rules under articles 14 and 15 of the rules for boarding houses in zila schools, printed at para. 100 of the Manual of General Orders, Director of Public Instruction, have been issued.

54. Regarding the boarding-houses attached to the zila schools of the second or Oudh Circle, the Inspector, Mr. Nesfield, reports as follows:—

"Every zila school has now a boarding-house attached to it, and almost all of them are as well attended as their size and importance require them to be. A new boarding-house is being erected at Bara Banki, and the Fyzabad high school has been promised the whole of the large opium godown, of which only a portion has been granted to it hitherto. The boarding-house at Sitapur is falling somewhat into disrepair. A great improvement has been made within the last two or three years in the boarding-houses at Partábgarh, Sultánpur, Lakhimpur, and Unao. At Hardoi, estimates have been prepared and signed for the erection of a common room, in which the inmates of the boarding-house can meet for study and evening preparation."

55. The following is taken from Mr. Welby's report on the Third Circle:—

"*Cawnpore.*—The average number present in the boarding-house for the twelve months is 27. This boarding-house is popular and has in Pandit Narsingh Das an excellent superintendent.

"*Hamírpur.*—The new boarding-house, which has been erected at a cost of Rs. 7,000 and will afford accommodation to 35 pupils, will open in the new term. In a place like Hamírpur, cut off from other stations by want of railway communication, a boarding-house will be very much appreciated by the district people.

"*Bánda.*—The number of boarders has remained stationary; a year ago there were 12 inmates, and so there are now. All the boarders are self-supporters. The new boarding-house rules are in force and work satisfactorily. Sufficient attention is paid to the physical training of the boarders.

"*Jaunpur.*—The average number of boarders has been 21 self-supporters. The Head Master takes charge of the boarding-house himself. The conduct of the boarders has been good. The new boarding-house will be ready for occupation next term.

"*Ballia.*—The number of boarders has risen from 19 to 27 in the course of a year, and during that period they enjoyed good health. The physical training perhaps conduced to this."

56. Mr. Dodd, Inspector of the Fourth Circle, reports as follows on the boarding-houses in Rohilkhand:—

"Of the *Bareilly* boarding-house, the average number of inmates for the year has been 126. The management and superintendence have not been careful and vigilant. There are eight minor wards resident in the Bareilly boarding-house, and of these the Head Master's report is unfavourable. The wards are described as being dull, idle, and in some cases insolent and insubordinate. Endeavours had been made to lead the wards into more studious habits, but the success attending was not encouraging. The Bareilly boarding-house reading room, opened during the past year, is fitted up with comfort and well supplied with periodicals and papers, and has proved a great success. The *Shahjahánpur* boarding-house calls for no special notice. The inmates number some 15 only. Rent has been levied this year for the first time. The boarding-house attached to the *Moradabad* zila school has contained an average number of about 35 resident pupils. The accommodation, however, is sufficient for a much larger number, and is very good of its kind. In *Budaun* the accommodation for boarders has been increased and much improved by the erection of a new block of chambers, well planned, built, and ventilated. Altogether some 50 boarders could now be comfortably quartered. At present the number is only 25, but now that the school has been raised in status, a larger influx of pupils may confidently be looked for, and from among them, sufficient applications for residence will be made to admit of the new and increased accommodation being fully utilized. The average number of inmates in the *Bijnor* School boarding-house has been 24, two-thirds of whom generally have been Muhammadans. There has been much improvement in the Bijnor boarding-house in the matter of conservancy,

including ventilation of the chambers. Further accommodation is being provided in a new building now in course of erection. The Collector, as President of the District Board, visits the Bijnor boarding-house frequently, and the result is one of much improvement in the arrangements generally, while that for conservancy is exceptionally successful. It is much to be regretted that in the case of *Pilibhít* there is no boarding-house to aid in the raising the numbers of pupils and in increasing the popularity and usefulness of this school. For a short time only, and then only upon the suggestion of the Director of Public Instruction, a building adjacent to the school and formerly known as the poor house was utilized for the purposes of a boarding-house: but by the withdrawal by the Municipal Board of all scholarships, and by the imposing a fee for rent, the Pilibhit boarding-house was soon after its opening emptied of its inmates, and closed."

VERNACULAR MIDDLE SCHOOLS.

The Vernacular Middle Examination.

57. The highest class of the vernacular middle schools is tested annually by the public examination known as the Vernacular Middle Examination, conducted by this department. No modifications in the standard of examination were introduced during the year under report.

58. The following abstract gives the results of this examination for the last two years:—

The Vernacular Middle Examination.

Class of school.	1891.						1890.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	2,138	355	700	252	1,307	64	2,256	183	721	355	1,259	56
Aided ...	189	17	44	16	77	41	199	2	42	21	65	33
Unaided* ...	1,832	31	191	153	375	20	2,090	29	161	186	376	18
Total ...	4,159	403	995	421	1,819	44	4,545	214	924	562	1,700	37

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The number of candidates slightly decreased mainly owing to the falling off in the number of private candidates, but there was also a decrease in the candidates from the State Schools, due to the greater strictness with which the rules of promotion from standard to standard in these schools were enforced. The proportion of success of the candidates from these schools has improved considerably, and it should be noted that, although the number of candidates fell off, the number who obtained certificates has increased.

59. In the following table the percentage of success in each subject during the last two years is compared:—

THE VERNACULAR MIDDLE EXAMINATION.

Percentage of success in each subject.

Class of school.	1891.				1890.			
	Language.	Mathematics.	History and geography.	Science.	Language.	Mathematics.	History and geography.	Science.
State ...	77	82	88	89	82	68	85	87
Aided ...	61	63	75	75	64	54	62	68
Unaided* ...	57	37	51	53	58	31	46	50

* The figures entered opposite this class of school include private candidates and candidates from private schools.

While therefore the percentage of the candidates from the State schools remained much the same in Language, History, and Science, in Mathematics it rose from 68 per cent. to 82 per cent., and hence the general improvement in the results. The principal failures occurred in the second language.

60. The following shows the number of candidates in each form of the vernacular:—

The Vernacular Middle Examination: Languages.

Year.	Number of candidates that took up—	
	Urdu.	Hindi.
1891	3,290	869
1890	3,625	920
1889	3,435	1,005

The vast majority of candidates appear in Urdu, that being the official form of the vernacular. In 1888 there were 3,179 candidates in Urdu, and 1,127 in Hindi; the number of the latter has now fallen to 869, while that of the former has increased to 3,290. There has thus been during the last four years a steady decline in the number of candidates in Hindi.

61. In the following abstract I compare the results of this examination in several divisions of the province:—

THE VERNACULAR MIDDLE EXAMINATION.

State Vernacular Schools only.

Division.	1891.						1890.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
Meerut ...	341	60	118	38	216	63	408	17	90	68	175	43
Agra ...	280	73	100	34	207	74	277	24	94	45	163	59
Jhánsi ...	34	9	15	2	26	76	34	8	7	2	17	50
Oudh	478	54	150	57	261	55	425	61	177	65	303	71
Allahabad ...	341	47	153	43	243	71	454	24	153	72	249	55
Benares ...	332	84	139	40	263	79	311	37	128	42	207	67
Rohilkhand ...	285	20	72	33	125	44	313	12	68	57	137	44
Kumaun ...	47	8	13	5	26	55	34	...	4	4	8	24
Total ...	2,138	355	760	252	1,367	64	2,256	183	721	355	1,259	56

Leaving aside the small divisions of Kumaun and Jhánsi, we find the most successful schools to have been those of the Benares Division, both in the absolute number of the boys who obtained certificates and in the proportion who passed. Last year also the proportion of success of this division was second only to that of the Oudh Division. The excellent result is due to the careful supervision over these schools exercised by Pandit Lakshmi Sankar Misra, Rai Bahádur. Next in order of success comes the Agra Division, which under Pandit Din Dayal Tiwari, has made great progress on the efficiency of its schools. The Oudh schools, which last year with those of Benares headed the list, now take a low rank with only 55 per cent. of success. The Rohilkhand Division did badly again this year, passing the same low proportion as last year, 44 per cent. only. The failure in this division is no doubt due to the very defective teaching in the lower classes of the schools, and the consequent admission of imperfectly prepared boys into the middle section. Measures have been taken to improve the staff and tuition in this part of the province.

62. The falling off in the six western districts of Oudh under Munshi Janki Prasad, Assistant Inspector, is thus explained by him:—

"The percentage of passes has fallen by 15, which is far less than what we could have been expected, considering the excessive rainfall; the general break out of the severe epidemics of cholera, fever, and influenza which followed; the high price of provisions which rose to and still stands at about famine rates, and the frequent absence of teachers and students from their schools under the order of District Officers in connection with census work, which had to be carried on during the best working months of the year under report."

63. Mr. Nesfield, the Oudh Circle Inspector, writes:—"The general result does not stand so high as in the previous year, the number of passmen being 55 per cent. against 71. No district came out so badly in the last examination as Gonda. Two of the schools in this district, Paraspur and Nawábganj (the former of which has had a good reputation for several years past), did not pass a single candidate. So busily were the staff of teachers engaged in the census work that the Assistant Inspector was unable to hold his Centre Examination at Nawábganj on the day which he had fixed. Next to Gonda, the two least successful districts have been Hardoi and Sitapur. The other nine districts have done either fairly or very creditably, and the total percentage for the Oudh Circle as a whole would have fallen very little below that earned in the two preceding years, if the three districts named had not fallen so far below the usual results annually achieved."

Vernacular Town Schools.

(*State Vernacular Middle Schools.*)

64. In the last paragraphs the result of the annual public examination of the final standard for the town schools, *i.e.*, the vernacular middle schools, has been given. The following are the details of attendance, &c.:—

State Vernacular Middle Schools for boys. Town Schools.

Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
	1891.	1890.	1891.	1890.	1891.	1890.
					Rs.	Rs.
Meerut	54	54	4,012	4,013	7,192	7,079
Agra	43	44	3,842	3,391	5,367	5,197
Jhánsi	15	15	1,022	1,073	1,214	1,307
Oudh	55	55	5,373	5,313	8,659	8,543
Allahabad	55	61	3,948	4,499	1,855	1,930
Benares	63	61	4,832	4,568	2,692	3,400
Rohilkhand	43	44	4,404	4,296	6,141	6,172
Kumaun	4	5	286	364	152	176
Total ...	332	339	27,719	27,517	33,272	33,804

The above abstract shows that the number of schools and the number on the rolls have remained practically stationary. Neither have the fee receipts varied in any material degree.

65. In the following statement I compare the number on the rolls of each section on the 31st March of each year:—

State vernacular middle schools for boys.

Division.	1891.			1890.		
	Middle section.	Upper primary section.	Lower primary section.	Middle section.	Upper primary section.	Lower primary section.
Meerut	890	1,036	2,086	941	1,024	2,048
Agra	708	880	2,254	644	720	2,027
Jhánsi	95	176	751	94	188	791
Oudh	1,321	1,174	2,878	1,357	1,208	2,748
Allahabad	874	853	2,221	1,098	914	2,487
Benares	1,195	1,008	2,620	1,147	932	2,489
Rohilkhand	886	1,048	2,470	873	1,076	2,347
Kumaun	84	46	156	89	63	212
Total ...	6,053	6,221	15,445	6,243	6,125	15,149

The decrease in the number returned in the middle section is no doubt due to the fact that promotions from the upper primary to the middle section have been checked by the stricter enforcement of the rule requiring every boy to pass the upper primary standard before he can be admitted to the higher section.

66. In the next abstract I give the details of the average enrolment and expenditure.

Town schools or State Vernacular Middle Schools for boys.

Year.	Number of Schools.	Average number on the rolls monthly during the year	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	
1891	332	25,766	1,33,759	33,272	666	1,67,697	6·5
1890	339	25,983	1,29,138	33,804	706	1,63,648	6·3

The increased charge on public funds, *viz.*, local and provincial allotments, amounted to Rs. 4,621. This sum has been expended on increasing the staff of teachers and upon school furniture and appliances. A very large number of the schools in the North-Western Provinces were supplied with too few teachers to teach the seven classes of which the school is made up, and the District Boards have during the recent year applied funds placed at their disposal to remedy this.

67. Under the present system the primary classes of these schools are subjected to a systematic annual examination under the Assistant Inspectors, and promotion is given only to those scholars who pass. In the following statement I give the results for classes III and V.

Upper Primary and Lower Primary Examinations of Town School Classes III and V.

Division.	Year.	Number of town schools.	Lower primary.				Upper primary.			
			Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes.
Meerut	1890-91 ...	42	475	456	349	77	274	261	163	62
	1889-90 ...	41	497	445	320	72	293	268	149	66
Agra	1890-91 ...	43	540	518	446	86	277	260	194	75
	1889-90 ...	44	424	379	275	73	240	204	119	58
Jhánsi	1890-91 ...	12	98	94	66	70	44	41	19	46
	1889-90 ...	12	129	105	70	67	43	41	14	34
Oudh	1890-91 ...	56	651	626	445	71	472	460	285	62
	1889-90 ...	56	610	605	469	78	462	448	333	74
Allahabad	1890-91 ...	45	394	373	306	82	272	280	158	56
	1889-90 ...	46	412	391	300	77	297	267	207	78
Benares	1890-91 ...	37	294	276	244	88	228	215	168	78
	1889-90 ...	37	303	274	240	88	253	243	186	77
Rohilkhand ...	1890-91 ...	33	494	489	352	72	380	359	237	66
	1889-90 ...	33	538	528	390	74	323	329	205	62
Kumaun	1890-91 ...	9	77	49	19	39	40	25	9	36
	1889-90 ...	...	...	...	...	...	...	...	...	...
Total ...	1890-91 ...	277	3,023	2,881	2,227	77	1,987	1,901	1,233	65
	1889-90 ...	269	2,913	2,727	2,064	76	1,911	1,800	1,213	67

The above abstract shows an improvement in the province generally at both of these examinations; in the upper primary 1,233 have passed against 1,213 in the preceding year, and in the lower primary examination the increase in the number who have qualified is considerable. The number who have passed the standards in the Oudh, Allahabad and Benares Divisions has decreased, while in the other divisions there has been an increase.

Boarding-houses of Town Schools.

68. The following is a statement of the number of boarders at the town schools :—

Average number of scholars in residence monthly in tahsíli school boarding-houses.

Division.	Number of boarders.					
	Receiving stipends.		Self-supporting.		Total.	
	1891.	1890.	1891.	1890.	1891.	1890.
					Rs.	Rs.
Meerut	51	43	79	74	130	117
Agra	60	89	65	112	125	201
Jhánsi	28	25	21	24	49	49
Oudh	57	82	156	221	213	303
Allahabad	160	261	121	470	281	731
Benares	202	207	347	331	549	538
Rohilkhand	64	55	87	100	151	155
Kumaun	...	...	26	...	26	...
Total ...	622	762	902	1,332	1,524	2,094

Under the rules for these boarding-houses, printed at paragraph 50 of the Manual of General Orders of this Department, special attention has been directed to these institutions, and boarders are now only admitted where there is proper accommodation for them and to the extent admissible. Boarders are no longer permitted to take up their quarters in the school houses and its verandas. As the result of these orders the number of scholars residing in the school premises has much diminished. The rules on the question are being gradually enforced, but for the improvement of these institutions both time and money are needed. Regarding these boarding-houses in the Agra Division, the Assistant Inspector, Pandit Din Dayal Tiwari, reports :—

69. "Farukhabad and Agra have not any boarding-houses attached to tahsíli schools. The boarding-houses in the remaining four districts are too small, and several of them are merely cooking sheds. Of the 12 boarding-houses in the Division, those at Auraiya, Phaphund, Jaswantnagar, Mainpuri and Kasganj have been provided with cooking sheds and latrines. In Etáwah provision has been made for regular supervision of these institutions, while in the other districts boarders are left to themselves. The rules lately issued are in force in Etáwah, while in other districts the old system continues. In Etáwah and Etah a boarding-house rent at the rate of four annas is charged, but in Muttra and Mainpuri free quarters are allowed. In Etáwah alone accommodation for the Superintendent has been provided."

70. From Meerut, Pandit Gaindan Lal, the Assistant Inspector, reports :—

"Small quarters for the residence of out-station scholars are attached to five out of the seven middle schools in Meerut, to two out of the 12 schools in Bulandshahr, and to four out of the 16 schools in Aligarh. I inspected all these boarding-houses except one in my annual tour, in accordance with Rule 15 of the regulations for boarding-houses issued under Departmental Circular No. 24 of 1890. The one I could not visit was out of my line of march, and I had no time to go out of the line to see it. In Meerut, some interest has been taken by the Board in the matter of the boarding-houses. A pucka line of cabins, though not sufficiently long, has been constructed at Hapur, and one is, I hear, erecting at Sardhana. Efforts have also been made for the introduction and enforcement of the regulations. In Bulandshahr a boarding-house is in the course of construction at Jahángirábad. In Aligarh I found the boarding-houses just in the same state as they were last year."

71. A year ago the Assistant Inspector of Allahabad described the boarding-houses as overcrowded, ill-managed, and "in a deplorable condition;" but from his last report it appears that the rules under paragraph 50 of the Manual of General Orders are gradually "being worked up to."

Aided Oriental Schools.

72. Of the Aided Oriental Schools only three schools sent up candidates to the Panjáb University and the Sanskrit College examinations, and the results were as follows :—

Examination of Aided Oriental Schools.

Name of school.	Oriental examinations of the Panjab University.						Benares Sanskrit College examinations.			
	Prajna.		Visharad.		Shastri.		Madhyama Pariksha.		Pratham a Pariksh a.	
	Number sent up	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Shivaraj Sanskrit Pathsala ...	1	...	2	1	1	...	3	2	9	2
Jay Narain's, Benares ...	2	2	...	...	...	...	...	...	...	...
Church Mission Lucknow (Raja-ka-bazár).	...	...	..	...	...	...	...	...	1	1
Total ..	3	2	2	1	1	...	3	2	10	3

The Anglo-Sanskrit Jubilee School, Mirzapur, sent up one candidate for the Prathama Pariksha examination, who passed.

The Village Schools, or State Vernacular Primary Schools for boys.

73. The following abstract relates to the most numerous class of schools connected with this department, the village schools under the District Boards, in which instruction is given up to the fourth or fifth standard.

State Vernacular Primary or Village Schools.

Division.	Number of schools.		Number of scholars on the rolls on 31st March		Fee income.	
	1891.	1890.	1891.	1890.	1891.	1890.
					Rs.	Rs.
Meerut	530	526	15,307	15,451	5,027	4,081
Agra	542	544	15.582	15,829	304	73
Jhansi	121	123	3.176	3,301	234	220
Oudh	859	859	33,646	33,746	6,770	6,634
Allahabad	603	616	19,222	19,230	1,436	400
Benares	677	684	23,678	23,447	2,506	3,037
Rohilkhand	463	465	15,865	15,435	2,362	1.627
Kumaun	161	160	7,351	7,792	107	55
Total ...	3,956	3,977	1,33,827	1,34,231	18,746	16,127

The number of scholars on the rolls have remained practically stationary. In the Rohilkhand and Benares Divisions a slight increase has occurred, while in the other divisions there has been a slight falling-off. The fee income has increased in every division of the province except Benares, where a reduction has occurred in consequence of the scale of fees in some districts being lowered by the District Boards.

74. In the following statement I give the distribution of the scholars in the upper and lower primary sections of the schools.

State Vernacular Primary Schools for boys.

Division.	1891.		1890.	
	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.
Meerut	2,974	12,333	3,003	12,448
Agra	2,435	13,147	2,297	13,532
Jhánsi	359	2,817	416	2,885
Oudh	7,187	26,459	7,460	26,286
Allahabad	4,035	15,187	3,893	15,337
Benares	3,777	19,901	3,827	19,620
Rohilkhand	2,735	13,130	2,858	12,577
Kumaun	697	6,654	741	7,051
Total ...	24,199	1,09,628	24,495	1,09,736

Taking the province generally, the difference between the distribution of the scholars this year and the last is merely nominal. In the Agra and Allahabad Divisions, however, an increase has occurred in the number on the rolls of the upper primary section, while in the other divisions a slight decrease is returned.

75. The following abstract gives the expenditure of the year on these schools :—

State Vernacular Primary Schools or Village Schools.

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence per scholar.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
1891	128,535	4,72,114	18,746	1,652	4,92,512	3·8
1890	127,208	4,86,855	16,127	1,684	5,04,666	4·0

The expenditure during the year on the Boards' village schools is shown as Rs. 12,154 less than during the preceding year, and as a result there has been a slight diminution of the expenditure per scholar. It is not, however, a fact that expenditure on this class of education has diminished: owing to the allotments from fee income it has actually increased. District Boards have transferred money from these schools to primary education in town schools. It has been necessary to make increased allotments for establishment and contingencies in the Deputy Inspector's offices to enable him to exercise the amount of supervision now required, and for this purpose District Boards have transferred money from "schools" to "inspection." Moreover, the expenditure above shown includes only direct expenditure, and during the year under report Rs. 17,384 were expended by the Boards on furniture and appliances for these schools. The amount of the direct and indirect expenditure has been increased by the reallotment to districts of the fee increment.

76. The classes in these schools are examined annually under the Assistant Inspectors of Schools. The following gives the results of these examinations :—

Examination of Classes III, IV and V of Village Schools.

Division.	Year.	Class V., standard 3.		Class IV., standard 4.		Class III., standard 5.	
		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Meerut	1890-91 ...	2,127	1,441	1,520	877	785	473
	1889-90 ...	2,207	1,452	1,428	837	730	404
Agra	1890-91 ...	1,958	1,474	1,021	655	326	211
	1889-90 ...	1,947	1,114	1,113	567	335	189
Jhánsi	1890-91 ...	349	198	226	81	34	17
	1889-90 ...	414	246	240	79	42	22
Oudh	1890-91 ...	3,667	2,707	2,920	1,733	2,208	1,343
	1889-90 ...	3,468	2,714	3,087	2,068	2,326	1,675
Allahabad	1890-91 ...	2,421	1,720	1,766	837	837	393
	1889-90 ...	2,657	1,914	1,847	1,233	822	541
Benares	1890-91 ...	2,820	2,314	1,985	1,306	907	697
	1889-90 ...	3,113	2,498	2,008	1,349	987	683
Rohilkhand	1890-91 ...	1,775	1,172	1,320	658	745	446
	1889-90 ...	2,003	1,329	1,385	913	743	448
Kumaun	1890-91 ...	471	121	198	45	162	26
	1889-90 ...	...	...	...	...	...	...
Total ...	1890-91 ...	15,588	11,147	10,956	6,192	6,004	3,606
	1889-90 ...	15,809	11,267	11,108	7,046	5,985	3,962

Thus the number passed under each of the three standards is, on the whole, rather less than last year. The number of scholars passed in each of the three standards in the Agra Division has risen. In the third and fourth standards the number returned from Meerut has increased, and in Benares those of the third standard. In every other division, and especially in that of Allahabad, the number returned is lower than last year.

77. In the following statement I give the percentage of the passes to the examinees in each of the standards :—

Examination of Classes III, IV and V of Village Schools.

Percentage of passes.

Division.	Class V, standard 3.		Class IV, standard 4.		Class III, standard 5.	
	1890-91.	1889-90.	1890-91.	1889-90.	1890-91.	1889-90.
Meerut	68	66	58	59	60	55
Agra	75	57	64	51	65	56
Jhánsi	57	59	36	33	50	50
Oudh	74	78	59	67	61	72
Allahabad	71	72	47	67	47	66
Benares	82	80	66	67	77	69
Rohilkhand	66	66	50	66	60	60
Kumaun	26	...	23	...	16	...
Total ...	72	71	57	63	60	66

Thus while the proportion of the passes in standard 3 has remained stationary, there has been a falling-off of 6 per cent. in standards 4 and 5. While the proportion of candidates successful in Agra has risen in each standard, in Oudh and Allahabad it has fallen off in each. Meerut and Benares and Rohilkhand show an improved percentage in the third and fifth standards and a falling-off in the fourth.

78. The falling off in the Oudh Division is thus explained by Mr. Nesfield, the Circle Inspector :—

"The falling-off in the number of passmen has occurred in the Upper Primary classes, and in these it is less than could have been expected, considering the excessive rainfall, the severe mortality which followed, the high price of food which rose to and still stands at almost famine rates, and the frequent absence of teachers from their schools under the orders of the District Officers for the sake of census work, which was often of a very exacting nature. I am much surprised that the schools did not do considerably worse under such extremely adverse circumstances. The census work imposed upon teachers was of an exceptional and temporary nature; but the high price of provisions threatens to be chronic. If this state of things continues, I fear that primary vernacular education will continue to suffer."

79. In confirmation of the above, I extract the following graphic account from the report on the Eastern Division of Oudh by the Assistant Inspector, Munshi Ambika Prasad :—

"Intensity of rains during the year which caused the overflow of the rivers, which destroyed the crops at many places, and which, consequently, raised the price of corn to almost famine price, compelled the students, of the upper primary classes especially, to withdraw their attention, at least for the time being, from their books and to engage themselves either in finding means of obtaining food for themselves or in assisting their elders in obtaining the same. Thus attending the school reluctantly and for a short time through the influence of the schoolmaster did them no good at all. In the state of hunger, and consequently of unsettled mind, they learnt nothing while forced to remain within the school premises, and at last left it without learning anything. This misfortune was not alone: it was followed by cholera and ague, which told against the progress in tuition more severely than the intensity of the rains described above. In many districts these diseases appeared very early during the year and continued up to examinations in some form or other. The last census operation which commenced just after rains and continued during the whole of the best working months of the year, engaged the entire attention and time of the teachers and even of the students of the upper primary classes and thus did not allow them to mind their work in school. These were the reasons why the students in the upper primary classes could not do so well as they ought to have done in the last centre examination."

80. Munshi Janki Prasád, Assistant Inspector in charge of the six western districts, writes in a similar strain:—"The majority of village schools in the six districts taken together had to labour under many disadvantages, in consequence of the prevalence of severe epidemics of influenza, cholera and fever during the year under report. Besides this, the tuitional work as well as regular attendance in schools in general were much affected by the unusually heavy rains in July and August, by which the kharíf crops were much injured. The price of corn rose almost to famine rates, which sent the children of most of the labouring classes and of poor parents away to seek for their living rather than to care for lessons. The engagement of teachers in census work during the best working months of the year closed the schools more than once and stopped the work for days together.

81. In the Allahabad Division the decrease in the number of scholars who passed the standards is attributed to the general prevalence of influenza. It was also affected by the general causes above referred to in the notes in the Oudh Circle. In the Rohilkhand Division cholera and fever are reported to have been prevalent during the four months preceding the annual examinations of the village schools. Mr. Dodd, who has lately been placed in charge of the fourth circle, in which this Division is included, reports that much progress has been made in these schools during the last three years under Munshi Piaray Lál, the Assistant Inspector. In this opinion I concur from personal inspection.

82. Pandit Gaindan Lál, Assistant Inspector, writes regarding the Meerut Division:—

"Sickness and high prices of food-grains have kept down our rolls. I expected a considerable rise from the issue of the Departmental Circular No. 16 of 1890. The teachers naturally paid attention only to the classes, the examination results of which shaped their fortunes. The VII B. class was the most neglected. The parents finding their infants not taught even the alphabet for months, nay for years, generally withdrew them from the schools. The withdrawals from the VII B. class were, therefore, always very large. The above circular requiring particular attention to instruction in the lower section of the lowest class and forbidding teachers from being rewarded or promoted unless this class was found doing satisfactorily would have greatly increased the strength if its effect had not been counteracted by sickness and the high prices of food-grains in the latter part of the year under review."

83. Great credit is due to Pandit Din Dayal Tiwari for his success in supervising the vernacular schools in the Agra Division. This Division has been steadily improving in instruction during the last three years, as will be seen from the percentages of success in the several classes of the village schools.

	1888-89.	1889-90.	1890-91.
Class III	33	57	65
Class IV	32	51	64
Class V	39	57	75
Class VI	...	...	69
Class VII A	...	...	78

The high success in the two infant classes shows that these classes are not now neglected, as they used to be.

84. In the Benares Division the standards of examination, results and attendance have remained almost unchanged. Pandit Lukshmi Shankar Misra, Rai Bahadur, who is in charge of the vernacular schools, notes that his schools have suffered owing to the interruption connected with census operations, to flood and failure of crops. The schools in this part of the province have steadily improved under his superintendence.

85. It has been noted in the preceding paragraphs that the number of scholars on the rolls during the last two years has been practically stationary, but that in some divisions an increase is shown. With reference, however, to the remarks made last year on the review of the annual report, a few words of explanation may be offered of the causes of the decrease in the numbers returned as attending these schools. In 1886 the number of scholars returned on the rolls of the village schools on the 31st March was in the upper primary section, 32,740, and in the lower primary section, 132,447. On the same date of the present year the numbers were 24,199 and 109,628 respectively; this diminution in the number returned is due to causes well known to the inspecting officers of this department. The first and main cause is that the number returned for 1886 did not represent the number of *scholars*, that is, boys actually attending school and learning lessons. The system of check over the registers, and the regular examination of each boy named in the rolls had not been introduced, and no serious attempt had been made to prevent the village schoolmasters from trying to justify their salaries by keeping up a long roll of names of nominal pupils. As the Inspector of Schools, Benares, writes:—"In 1885, when I took charge of this Division, I found that a large number of boys remained nominally in a class for six or seven years. The boys' names were seldom withdrawn, though they had practically left the school for months and even years." In every Division of the North-Western Provinces the same state of things existed. A boy's name once on the rolls remained there whether he attended the school or not, and there was no check over the record of attendances to prevent this.

Under the present system of registration and detailed examination of each scholar placed on the rolls, it has become very difficult indeed for the teacher to retain on his register a boy who does not attend, and consequently the number now returned as enrolled does correspond very nearly to the actual number of scholars in attendance. So far, therefore, as the present returns correspond with the facts, and those of 1886 certainly did not do so, the change is an eminently satisfactory one. But there have undoubtedly been causes at work which have inevitably reduced the number of boys in the schools, and it is probable that if we could ascertain the actual number of boys who attended in 1886, we should find a small diminution in numbers, though most certainly not in tuition. Foremost must be placed the fact that it was found indispensable to the attainment of efficiency in the schools that the District Boards should raise the scale of salary paid to the teachers, and this, as the money placed at the disposal of the Boards was limited, rendered necessary the closing of many schools, and a certain number of boys who attended with more or less benefit were deprived of their teachers. As a matter of fact, however, I believe that there were very few schools closed which were worth maintaining; in every district schools had been established in villages where there was so slight an effective demand for tuition that they were soon transferred to another village on trial, and so on from year to year. I have examined myself the records of schools of this class in districts in all the divisions in the province, and cannot recall a single instance in which a school which could have been maintained with any appreciable advantage was closed. Properly qualified teachers moreover were not available for these schools, and, as a whole, the money expended on them was misapplied. As far, therefore, as the reduction of attendance has been due to this measure, I cannot regard it as an unsatisfactory result: the aspect of a sham schoolmaster with a group of sham scholars learning nothing, with the sanction of the district authorities, was not edifying. Again, in the lowest class of the schools were numerous children under six years of age, sent there to be taken care of and kept there by the teacher to fill up his roll. Under the rules now in force, no child under six years of age is admissible to the school. Further, as to attendance. If a boy who is admitted to the school is persistently irregular in his attendance his name is struck off and he is not permitted to attend. Boys may enter the school or not, but if they do they are not permitted to put in a merely nominal attendance. An absolute reduction in the number of scholars has resulted from the Departmental order by which the third class (the highest in village schools) cannot be maintained in any school unless the Board provide an assistant teacher. Under this rule in the Meerut and Agra Divisions alone the number of schools with the third class has been gradually reduced from 919 to 272. If the funds at the disposal of the District Boards admitted, class III could be maintained in many more schools, and as the demand arises and fee income increases the available resources, this may be done. But the present standard of class IV is really higher than that of class III was in 1886, and it is quite high enough a standard for the ordinary village boy; if he goes beyond this into the third class, he will ordinarily have to abandon his hereditary trade or work and look out for a living as a village teacher, patwári or small muharrir. It is only in villages where there are residents of a higher class and children belonging to men of the pen that class III need be maintained. It should be noted too in this connection, that, with a certain reservation, every boy who passes the standard of class IV is at once struck off the school and sent back to his family work unless class III is opened in the school. The rule also under which scholars who fail to pass the annual examination of their school after a certain period are not permitted to attend the school, has produced a slight reduction of attendance.

86. These departmental rules and some others have, no doubt, actually diminished the number of scholars; they have all been directed to giving efficiency to the teaching in these schools and to placing reality in place of pretence, and it was inevitable that some diminution in numbers should result from them. Some actual reduction in attendance has, however, been undoubtedly caused by the imposition of fees. My inquiries, however, tend to show that such reduction as does take place on this account is only temporary, and that very few scholars who can afford to purchase the text-books and to leave their parents' work, are eventually debarred from school by the very small fee demanded, and that the District Boards can and do provide for these by allowing a liberal proportion of free scholars.

87. There are, however, two causes which may have checked villagers from taking advantage of these schools, and which may do so in an increasing degree. Formerly, when there was little or no systematic check over the results attained by the village teachers; when there were, not only, no provincial standards of instruction, but hardly *divisional* standards; it was left to the teachers to promote from class to class much as they pleased, and the larger the number of scholars they returned on the rolls the better their work looked; and whether there were many or few, the amount of their daily work was an easy task. Under the present system this is changed, and the village teacher with a school of 20 to 30 boys has his hands full. He has to show that every boy in the school, from the child learning the alphabet upwards, has actually been taught as much of *each* subject as is required by the standard. Every boy added to the school is a

perceptible addition to his daily task, and renders it more difficult for him to attain a large proportion of passes at his annual examination. Hence the teacher is now exposed to the temptation of keeping his numbers few and select, and special attention of the inspecting officers of this department and of the District Boards is needed to check this.

88. The second cause tending in the same direction is the experience of the villagers of the result of education. It was sought by them as a means of obtaining *service* as *Munshis;* but it has been the experience of many that such employment is not to be had, and that those who have been thus disappointed have become unfit for their hereditary occupation. Hence to some extent there may have been a revulsion from the village schools. The remedy for this, such as it is, is mainly in the hands of the District Officers, who can alone bring to bear on the villagers influence to induce them to give an elementary education to their boys. The schools generally have become sufficiently efficient to enable us to feel sure that if a boy will attend school he must learn something, and the old excuse for keeping a boy from school that he learnt nothing there is no longer admissible.

89. The general causes above summarised did not act equally so as to produce a proportionate reduction in each division of the province. Many Deputy Inspectors in the North-Western Provinces left almost to themselves did good work; there were many real and comparatively few scholars in their schools. Probably in no district in the province was the state of the village schools in 1886 so discreditable as in the districts of Etah and Mainpuri; when put to genuine tests they almost crumbled to pieces, and practically new schools have been built up there since 1886. Similarly in the several divisions; they were under independent inspecting officers, in some more in some less real work had been done, and as a result the original nucleus of scholars was larger in some parts than in others.

Physical education in Village Schools.

90. Progress has been made in the introduction of games and physical exercises among the boys in the Vernacular Schools. In the Benares Division especially, the scholars after their Annual Centre Examinations compete for prizes in various contests of strength and skill with much zeal. Pandit Lakshmi Shankar Misra, the Inspector of these Schools, has done much in this direction. I extract the following from the Assistant Inspector's reports on Meerut :—

91. "In all the districts of this division, except Dehra Dún, the scholars practise the school drill and take part in some of the other physical games also. Whenever I could get time from the examination I saw the sports. In Bulandshahr the Syana School did admirably in long jump. In Meerut the Hapur School pleased me with the drill exercise. The Muzaffarnagar Tahsíli School produced some good fencers. In Muzaffarnagar the boys receive instruction from a regular gymnastic master who has been paid from fees."

92. The Inspector reports regarding Allahabad :—"As a rule the physical exercises are of a kind that do not involve the purchase of expensive apparatus: they are wrestling, running, jumping and the use of Indian clubs. The more important schools have been provided with cricket-gear; and it is evident that there is in village schools an increasing tendency among the pupils to join in all the out-door games provided for their amusement."

Aided Primary Schools.

93. The following are the annual statistics relating to these schools :—

Abstract for Primary Schools aided by the Department (native boys.)

Class of school.	Number of schools.	On roll on 31st March.			Result of examination.		Expenditure.			
		Details.		Total.	Passed upper primary standard.	Passed lower primary standard.	Details.			Total.
		In upper primary section.	In lower primary section.				Public funds.	Fees.	Other sources.	
							Rs,	Rs.	Rs.	Rs.
Vernacular ...	327	260	7,795	8,055	71	244	6,695	1,590	34,646	42,931
English ...	23	204	1,287	1,491	34	93	9,656	3,200	12,112	24,968
Total ...	350	464	9,082	9,546	105	337	16,351	4,790	46,758	67,899

NOTE.—Schools aided by municipal committees and branch schools to zila schools are not included in the above statement, but the schools aided under Director of Public Instruction Cir. 16 of 1886 are included.

It will be seen that the vast majority of the scholars in these schools are in the lower primary sections, and indeed the great majority are in the alphabet class. They are mostly poor schools under missionary management, and as shown by the above figures, have hitherto done little towards leading their pupils up to a stage at which the instruction given is sufficient for any practical purpose. They consist mostly of a mass of children in the alphabet classes who attend for a short time now and then. The attention of the officers of this department has been especially directed to these schools, and measures are being taken to make them more efficient.

94. During the year 119 small vernacular schools were aided on the payment-by-results system (see para. 57 of the Manual of General Orders of this Department) Many of these schools have an ephemeral existence, and many are changed from village to village and even from district to district by the managers. They are intended to aid in imparting the elements to the poorer classes, and payments are made merely for the children as they pass certain defined standards. The following are the statistics relating to the schools :—

Return of Primary Schools, aided, under Department Public Instruction Circular No. 16 *of* 1883, *for the year ending March* 1891.

1	2	3							4						5		6
Division.	Number of schools aided	Classification of scholars at the last examination of the year under section XI.							Number of scholars passed during the year under section X.						Grant earned.		Total.
		VII A.	VII B.	VI.	V.	IV.	III.	Total.	VII A.	VII B.	VI.	V.	IV.	III.	Section 10.	Section 15.	
Meerut ...	1	6	26	...	...	...	...	32	7	11	...	...	...	...	18	...	18
Agra ...	5	42	50	21	10	7	6	136	70	29	75	51	44	33	310	...	310
Oudh ...	27	157	384	110	48	34	7	690	87	116	42	22	10	4	303	241	544
Benares ...	2	42	63	31	18	20	11	191	23	26	18	23	8	8	151	...	151
Rohilkhand ...	84	424	1,151	133	68	28	25	1,829	108	167	50	28	24	9	454	48	502
Total ...	119	671	1,624	295	144	95	49	2,878	295	349	185	124	86	54	1,236	289	1,525

C.—Private Institutions.

95. I compare below the statistics of *private* institutions returned as *advanced* institutions :

	Number of institutions.		Number of scholars.	
	1891.	1890.	1891.	1890.
Arabic and Persian	1,152	1,419	12,180	17,037
Sanskrit	412	466	5,183	5,735
Other Oriental classics	15	27	562	287
Total ..	1,579	1,912	17,925	23,059

The decrease in the number of institutions and consequent falling-off in the number of scholars occurred in the Allahabad, Benares and Oudh Divisions. The number of indigenous *elementary* institutions for boys was returned as 3,478 with 40,374 boys against 3,328 with 43,147 boys in the preceding year. The number of scholars studying the different subjects in these institutions was as follows :—

Subject.	Scholars.	
	1891.	1890.
English	1,985	2,124
Oriental	9,963	9,714
Vernacular	29,422	31,937
Total ...	41,370	43,775

The corresponding institutions for girls were returned as 64 with 1,337 girls against 96 with 1,577 girls. Of the 1,337 girls, 683 were Hindus, 468 Muhammadans, and 186 Native Christians and others.

SECTION V.—EDUCATION SPECIAL.

Normal Schools.

96. The four institutions for training teachers for vernacular schools, which are under this department, were maintained as during the preceding year. That at Bareilly, however, has been continued merely as a temporary arrangement until the school buildings at Lucknow can be extended to admit the students. There will have been then established three Central Normal Schools, at Agra, Lucknow and Allahabad, where young men proposing to adopt as a profession teaching in the vernacular schools will be passed through a two years' training.

97. The following is the usual abstract giving the statistics of the schools in question :—

Government Normal Schools for Vernacular teachers.

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds.	Fees.	Other sources.	Total.	
Agra	83	11,918	...	81	11,999	144·6
Lucknow	114	15,004	...	16	15,020	131 8
Allahabad	85	11,867	...	92	11,959	140·7
Bareilly	32	4,586	...	...	4,586	143·3
Total ...	314	43,375	...	189	43,564	138 7

The numbers in attendance are almost identical with those of the preceding year, but the expenditure has risen from Rs. 36,843 to Rs. 43,564, owing to an increase in the staff. The schools have now been placed on a more satisfactory footing and constitute important training colleges for the teachers in village schools. Endeavours are made to attract residents of the villages to the training school in preference to men from towns, who rarely settle down contentedly as schoolmasters in rural tracts.

98. The first year examination of the students, under the rules printed in section 5 of the Manual of General Orders of this Department, took place for the first time during the year under report :—

Results of the first year examinations of the Normal Schools, 1890-91.

Name of school.	Upper grade			Lower grade		
	Total number of students.	Number passed for promotion.	Percentage	Total number of students	Number passed for promotion	Percentage.
Agra	23	20	87	56	50	89
Lucknow	17	11	65	77	29	38
Allahabad	32	26	81	58	22	38
Bareilly	9	9	100	25	25	100
Total ...	81	66	81	216	126	58

With reference to the above, it should be noted that the examination of each school was conducted independently under the Inspector in charge, and consequently the standard for the schools was not uniform. It will be noticed that the chief failures occurred among the students studying for the lower grade at Lucknow and Allahabad; in the other two schools the proportion of success in both grades was the same. This must have risen from greater strictness in the examination at Lucknow and Allahabad.

99. The final examination of the students in the Lucknow Division took place in December last with the following result: the students in the other schools had not completed the two years course :—

Results of the final examination of Normal School, Lucknow.

Class of candidates.	Upper grade.			Lower grade.		
	Number examined.	Number passed.	Percentage	Number examined	Number passed	Percentage.
Pupil teachers	16	15	94	54	31	57
Private candidates	1	1	100	10	1	10
Total ...	17	16	94	64	32	50

100. With regard to the remarks made in para. 13 of the review of the report of this department for last year, it should be explained that a large number of village teachers were formerly required to present themselves at these examinations as they had

not certificates. These men have now either qualified, been exempted or been dismissed, and this class of candidate therefore no longer appears at the Normal School examinations, which are practically restricted to the students of the training colleges.

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

101. The following abstract relates to the schools for girls under the management of the District Boards:—

State Primary Vernacular Girls' Schools.

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar.
		Upper primary section.	Lower primary section.	Total.	Public funds (a)	Fees.	Other sources.	Total.	
					Rs.	Rs.	Rs.	Rs.	
1891 ..	151	158	3,156	3,314	17,762	12	59	17,833	5·5
1890 ...	154	204	3,201	3,405	17,649		...	17,649	5·3

(a) Including expenditure from Municipal Funds.
(b) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

The state of these institutions was not on the whole more satisfactory than in the previous years. Some new schools have been opened by District Boards and some closed, and where they have been long open, the tendency of the District Boards is to abandon them as failures.

102. The following extract from the Educational report of the Agra district by the Chairman, Mr. Finlay, might be applied to many other Districts: "It has to be confessed with regard to female schools in this district that the cause of female education is making little or no progress. This is the more to be regretted, for a few years ago the Local Boards did seem to have had their attention aroused to the importance of the subject and to be anxious to push it forward as much as possible. But the enthusiasm was ephemeral and is now all but extinct. Only three of the female schools in the district are doing anything like what may be called fair work, and they are sustained solely by the special exertions of individual members of the Boards. It has come to be a question of closing all the female schools except these three."

103. Mr. Gill, Chairman of the District Board, Azamgarh, writes:—"There are two schools against four of last year. Two schools, *viz.*, one aided and the other Government being nominal were closed last year. Of the remaining two, the one at Mow is also nominal, and the other at Kathghara is doing some work. But I fear, as a matter of fact, these Government schools are shams."

104. Mr. Dodd writes regarding Rohilkhand:—"The aspect of these schools is disappointing. The generally unsatisfactory state of things is attributed, by the Assistant Inspector, to four chief causes—(1) the want of mistresses who are at once efficient and moral; (2) the non-appreciation of the benefits of female education by a large majority of the people; (3) want of interest in and attention to these schools by District Inspecting Officers; and (4) the want of interest in female education shown by a majority of members of District Boards."

105. The schools for girls under private management are more important and more successful. The rate of expenditure in these schools cannot be compared with that in the very elementary schools dealt with in the last statement, as they are often managed and taught by European ladies, and many teach English.

Under private managements—Aided schools for native girls.

Class of school.			Number of schools.	Number of scholars.			Expenditure.			
				In secondary stage.	In primary stage.	Total.	From public funds.	From municipal funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Secondary	Vernacular,	1891 ...	...	...	...	...	...	...	...	...
		1890 ...	2	30	351	381	3,360	130	13,035	16,525
	English,	1891 ...	8	101	752	(a)853	10,740	...	38,062	48,802
		1890 ...	9	115	748	863	12,780	...	32,951	45,731
Primary	Vernacular	1891 ...	156	...	5,352	(b)5,352	16,672	976	35,702	53,350
		1890 ...	157	...	5,368	5,368	17,603	1,104	33,652	52,359
	English	1891 ...	7	...	451	(c)451	4,872	144	10,537	15,553
		1890 ...	5	...	289	289	2,472	144	3,663	6,279
	Total	1891 ...	171	101	6,555	6,656	32,284	1,120	84,301	1,17,705
		1890 .	173	145	6,756	6,901	36,215	1,378	83,301	1,20,894

(a) Except 23 all these girls are returned as Christians.
(b) Of these 654 girls are " " "
(c) Except 66 all these girls " " "

Although much has not yet been done in this branch of education, there are not wanting signs that an effective demand is at last arising for the education of girls. To meet this demand special standards for girls' schools, both vernacular and Anglo-vernacular, have been issued by this department in consultation with the leading managers of these institutions. The time is I think not far distant when a lady should be engaged by this department as Inspectress of the aided schools of this class and manager of the State schools. I extract the following from the Inspector's reports:—

106. Mr. Boutflower writes:—"There has been no improvement in the condition of these schools during the past year. The Assistant Inspector of Meerut inspected six during the year, and was pleased with those at Háthras, Koel and Muzaffarnagar. The reports from all districts in the Agra Division are unfavourable, with the exception of Mainpuri, where the Deputy Inspector considers there has been some improvement. Of the two schools in the Jhansi Division at the beginning of the year, one was closed on account of inefficiency, and the Assistant Inspector is of opinion that the other might well have shared its fate. This important department of education has now been in a languishing condition in this circle for many years, and in very few schools except orphanages is any good work being really done. There are, however, some slight indications of a change in the attitudes of the native mind on the subject, and a more general desire among natives of respectability for the education of their daughters. This, however, will have to be effected in the *zenana* and not in the schools, and I do not think that it will be possible to accomplish anything permanent through Government agency alone. In time some of the associations and societies which are interested in female education may turn their attention to this part of India, and the Government may be able to give them useful help by training young ladies as governesses.

107. The schools in the Lucknow district have the advantage of being under the supervision of Miss D'Abreu, the Deputy Inspectress, and much good work is being done there. Mr. Nesfield reports:—

"The number of primary girls' schools maintained in Oudh amounts to 60, of which 34 are maintained by Government funds; 10 are maintained by the municipality of Lucknow, and the rest are aided schools maintained by missionary bodies. The 10 municipal schools under the management of Miss D'Abreu, the Deputy Inspectress, take a decided lead. Very fair work is also being done at the other schools, which though few, as compared with the number of girls' schools started some 15 years ago, are at least doing more substantial work than many of the sham schools of former days, most of which could not even be inspected. An attempt is now being made to form a middle class for the girls who come out best in Lucknow in the Upper Primary Examination. The attempt made in the year under report did not prove successful, but the plan has not been abandoned."

108. The following refers to the schools in the Agra Division:—"During the year three schools in Agra and two in Mainpuri were closed, and a new school was established at Baldeo in Muttra. Owing to a reduction of four schools, the number of scholars and attendance diminished. The Deputy Inspector, Agra, writes that the schools are going from bad to worse owing to little or no demand for female education. With the exception of Firozabad, Fatehabad, and Itimadpur, the schools are merely nominal, having neither satisfactory attendance nor instruction. He thinks it mere waste of money to keep the schools open. The Deputy Inspector of Muttra reports that the schools at Sahpan and Gali Dauji made fair progress during the year. He condemns the schools at Beri and Barsana. The progress in other schools was indifferent. The girls' school at Etawah has been in existence for about five years, and has nothing higher than the lowest class. The mistress is highly paid, Rs. 12, and the results of her tuition are almost *nil*. The Deputy Inspector of Farukhabad reports that the school at Chhabra Mau has slightly benefitted by the appointment of a female teacher, whilst the one at Farukhabad continues poorly instructed. The mistress of the latter school is reported to be old and incapable. The Deputy Inspector of Mainpuri reports that material improvement has been effected in the schools of his district. The Deputy Inspector of Etah writes that the instruction in the schools at Shahpur Tehla and Basundhra was satisfactory. Both these schools teach up to the fourth class standard. The schools at Saron and Aliganj did not at all improve. The Kasganj school was somewhat better."

109. Mr. Welby, Inspector of the Allahabad circle, writes:—"My own opinion—the result of discussions of the subject with educated natives—is, that in the near future the question of girls' schools will be warmly taken up by the more enlightened section of the native community in these provinces; and that the appointment of an Inspectress with a thorough knowledge of the vernacular and the customs of native society would, in a very short time, increase the roll numbers of institutions already in existence and generally popularize the idea of female education. From the Assistant Inspector's letter to my address as well as from other sources I learn that in many respectable native families the daughters receive home instruction in reading and writing as well as in the management of their household affairs.

"When the time arrives, if it has not already come, to take up the matter in earnest, the important question for decision will be whether female education should not commence with the higher classes. I am inclined to believe that there are many reasons in favour of beginning with the better caste, and the course of studies prescribed should not be a very ambitious scheme. An interesting story book and a book on domestic economy, together with a little arithmetic would, in the majority of cases, constitute an ample course for native girls."

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European Schools.

110. The following statement gives the average attendance of Europeans and Eurasians in the schools under the above code. It should be noted that all the statistics given in this section relating to these schools are taken from the Inspector's annual inspection reports, and relate to the 12 months preceding his visit.

Attendance at the European Schools.

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1891.	1890.	1891.	1890.	1891.	1890.	1891.	1890.	1891.	1890.
Boys	69	53	346	269	598	581	200	234	1,213	1,137
Girls	39	34	346	338	462	430	159	125	1,006	927
Total ...	108	87	692	607	1,060	1,011	359	359	2,219	2,064

The increased number of scholars attending the secondary classes of the schools is a certain indication of an enhanced standard of instruction, for no scholar is admitted into these classes who has not passed the annual examination of the primary sections held by the Government Inspector. The *total* number of scholars in attendance has remained almost stationary since 1888, and the schools have as a whole an attendance up to the full limits of their accommodation. It will be seen from the following statement that there has been a considerable change during the last three years in the distribution of the scholars among the schools situated in the hills and those on the plains.

	Boys.		Girls.	
	1891.	1889.	1891.	1889.
In the hills	527	472	313	316
In the plains...	486	640	534	474
Total ...	1,013	1,112	847	790

N.B—Infants are excluded from the above abstract.

The attendance of boys in the schools in the plains has fallen off considerably, many of the boys having been transferred to the new boarding schools which have been established in the hills without the assistance of grants. On the other hand, the increase among the girls is confined exclusively to the schools in the plains. Probably this is connected with the circumstance that whereas three large boarding schools for *boys* have been opened in the hills during the interval in question and increased accommodation has been given in existing schools, no *new* school for girls has been opened. For the great majority of the scholars who attend these schools as boarders education in the hills is in many ways superior to that which can be given under the climatic conditions of the plains, and the tendency to transfer boarding schools to the hills is one deserving of encouragement.

111. The following is a comparative statement of the expenditure from Government funds on these schools. These figures it should be noted refer to the year which ended with the Inspector's annual visit, and not to the financial year:—

Government Expenditure on European Schools.

Class of school.		Number of schools.	Grant earned under the Code.	Grant under article 28 of the Code (final standard examination)	Payments for schools fees and boarding charges of indigent children.	Total.
Boys.			Rs.	Rs.	Rs.	Rs.
High	1891 ...	8	23,510	3,685	825	28,020
	1890 ..	7	18,765	1,850	708	21,323
Middle	1891 ...	6	8,444	...	765	9,209
	1890 ...	6	6,537	...	456	6,993
Primary	1891 ...	7	6,505	...	790	7,295
	1890 ...	12	8,400	...	665	9,065
Total ...	1891 ...	21	38,459	3,685	2,380	44,524
	1890 ...	25	33,702	1,850	1,829.	37,381
Girls.						
High	1891 ...	5	15,975	*2,610	465	19,050
	1890 ...	5	14,301	1,735	195	16,231
Middle	1891 ...	6	14,980	1,505	203	16,688
	1890 ...	8	15,271	555	420	16,246
Primary	1891 ...	2	1,724	...	...	1,724
	1890 ...	1	1,301	...	...	1,301
Total ...	1891 ...	13	32,679	4,115	668	37,462
	1890 ...	14	30,873	2,290	615	33,778
GRAND TOTAL ...	1891 ...	34	71,138	7,800	3,048	81,986
	1890 ...	39	64,575	4,140	2,444	71,159

* Including Rs. 640 of grant under Art. 53.

The reduction of the number of schools by 5 is due to the closing of a school at Cawnpore and the withdrawal of the grant from certain schools belonging to the East India Railway, regarding which correspondence with the Government of India is now pending. Notwithstanding this the expenditure has increased from Rs. 71,159 to Rs. 81,986. There was a considerable increase in the grants earned at the final standard examination. The incidence per scholar in average attendance is given in the following statement:—

	Boys.		Girls.	
	1891.	1890.	1891.	1890.
High Schools	40	34	42	38
Middle „	31	26	40	35
Primary „	27	25	26	24
Total ...	35	30	40	36

112. With regard to the tuition in the middle and primary sections, the Inspector's report shows that steady progress has been made in the efficiency of the tuition.

The following is a comparative statement of the results of the final standard examination. I give also an abstract showing in detail the results for each school this year:—

Final Standard Examinations of European Schools, 1890 *and* 1889.

Name of school.		1890.		1889.	
		Candidates.	Passed.	Candidates.	Passed.
For boys ...	St. George's College, Mussoorie ...	25	14	5	4
	St. Fidelis' School, Mussoorie ...	4	2	4	4
	Diocesan Boys' School, Naini Tal ...	9	6	9	4
	Boys' School, Oak Openings, Naini Tal ...	3	2	...	...
	St. Joseph's Seminary, Naini Tal ...	4	1	2	...
	St. Peter's College, Agra ...	...	...	2	1
	St. Paul's Orphanage, Agra ...	...	...	1	1
	Boys' High School, Allahabad ...	8	4	4	2
	Cantonment School, Agra ...	...	...	3	2
	European School, Katra, Allahabad ...	1	...	1	...
For girls ...	Girls' High School, Allahabad ...	13	6	7	3
	Girls' Boarding School, Cawnpore ...	3	2	2	2
	Girls' School Wellesley, Naini Tal ...	6	5	4	4
	La Martinière Girls' School, Lucknow ...	...	...	3	2
	Diocesan Girls' School, Naini Tal ...	7	7	3	3
	St. Mary's Convent School, Naini Tal ...	1	1	...	...
	Total ...	84	50	50	32

Final Standard Examinations of European Schools, 1890.

	School.	Compulsory subjects.							Optional subjects.											
			English.	French or Urdu.	Arithmetic and Book-keeping.	Mathematics	History (girls only)	Political Economy & General and Physical Geography.	Drawing. Geometrical.		Drawing. Free hand.		Elementary Physics		Chemistry.		History of England & India.		Music.	
		Candidates.	Passed.	Passed.	Passed.	Passed.	Passed.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
For boys.	St. George's College, Mussoorie.	25	10	15	15	15	...	13	1	...	1	...	22	14	25	1	6	4	...	...
	St. Fidelis' School, Mussoorie.	4	2	1	2	4	...	3	...	...	...	...	...	...	...	...	...	...	...	...
	Diocesan Boys' School, Naini Tal.	9	4	6	6	7	...	6	1	1	1	1	...	...	...	...	3	2	*1	1
	Boys' chool, Oak Openings, Naini Tal.	3	2	3	1	2	...	12	...	...	...	...	...	..	...	...	1	1	...	...
	St. Joseph's Seminary, Naini Tal.	4	1	1	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Boys' High School, Allahabad.	8	2	1	4	2	...	6	...	...	...	...	...	...	...	...	...	...	...	...
	European School, Katra, Allahabad.	1	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls.	Girls' High School, Allahabad.	13	6	7	7	1	3	7	7	2	7	...	...	...	...	...	1	...	1	1
	Girls' Boarding School, Cawnpore.	3	2	2	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...
	Girls' School, Wellesley, Naini Tal.	6	5	5	5	...	4	6	...	...	3	1	...	...	...	...	...	...	6	6
	Diocesan Girls' School, Naini Tal.	7	7	7	7	5	1	7	...	...	7	1	...	...	...	...	5	5	7	7
	St. Mary's Convent School, Naini Tal.	1	1	1	...	...	1	1	1	...	1	...	...	...	...	..	...	...	...	...
	Total ...	84	42	49	48	39	12	54	10	3	20	3	22	14	25	1	16	12	15	15

* Urdu.

113. The numbers of candidates show a steady increase from year to year. In 1889 fees were introduced for the first time, and 50 candidates competed, which number in 1890 was increased to 84. In 1889 out of the 50 candidates 19 passed the final examination by Article 29 of the Code, being at the rate of 38 per cent., and in 1890 out of 84 candidates 37 passed, or 44 per cent. Optional subjects were this year largely taken up, 93 being attempted by 49 candidates: 34 candidates succeeded in passing in 48 optionals, but 4 of these candidates failed to qualify in the compulsory subjects, and therefore they were not eligible for the grant. Twenty-seven candidates passed in *all* the compulsory subjects, 11 in *four* subjects and 12 in *three*. The girls, as usual, shine conspicuously in the classified list arranged under Article 29 of the Code, obtaining the first three places: also eight out of the first 12 successful candidates are girls. They have also been very successful in passing well in the compulsory subjects and have secured a good share of optionals, particularly Music, in which there were no failures. For the first time the girls were this year permitted to take up Mathematics (Algebra, Euclid and Mensuration) as an optional, thereby qualifying themselves for the final examination accepted in lieu of the Entrance by the University of Allahabad. The Girls' Diocesan School, Naini Tal, did most brilliantly, having only one failure, and that in one subject only. Wellesley Girls' School, Naini Tal, did exceedingly well, and the Boys' High School, Allahabad, badly. The latter school scores 25 failures in compulsory subjects among only 8 candidates, or an average of more than *three* failures apiece. There are also many very bad failures in the Girls' High School, Allahabad.

114. A middle scholarship examination was held under Chapter VI of the Code, only one candidate failing out of 13. As a means of obtaining scholarships the test was, however, a conspicuous failure, chiefly owing to the fact that the four excellent candidates from the Girls' Diocesan School, Naini Tal (who all attained the scholarship standard), were disqualified by the age clause. The success of these girls shows that the standard laid down by Article 107 (*b*) of the Code is not too high, and it ought to be worked up to by the schools concerned in future years. Drawing was, as last year, again as conspicuous a success in the Middle Scholarship as it was a lamentable failure at the final examination.

In 1889 only five candidates from two schools competed at the Primary Scholarship Examination, whereas 20 candidates appeared in 1890 from seven schools. Of these, eight passed according to the classification of Article 107 (*c*) of the Code and four obtained scholarships under Article 107 (*b*). Mary Constance Jones of the Girls' High School, Allahabad, has passed a very praiseworthy examination, obtaining 181 marks out of a possible 250, or 72 per cent. of the whole.

EDUCATION OF MUHAMMADANS.

115. The following statistics relate to institutions chiefly for Muhammadans. An increase both in the number of institutions and in the number of scholars is returned over that given in paragraph 53 of last year's report.

Institutions wholly or mainly intended for Muhammadans during 1890-91.

Class of institution.	Division.	Number of institutions.	Number of scholars on the rolls on 31st March 1890.
Colleges	Meerut	1	*102
Secondary ...	Meerut	1	208
	Benares	2	272
	Rohilkhand	1	102
	Total, Secondary ...	4	582
Primary ...	Rohilkhand	1	23
	Kumaun	1	32
	Total, Primary ...	2	55
Indigenous ...	Meerut	591	6,679
	Agra	18	209
	Jhánsi	6	60
	Oudh	743	4,764
	Allahabad	91	779
	Benares	145	1,497
	Rohilkhand	209	3,654
	Kumaun	4	60
	Total, Indigenous ...	1,807	17,702
	GRAND TOTAL ...	1,814	18,441

* This does not include 44 scholars on the rolls of the Law Department of the Muhammadan Anglo-Oriental College, Aligarh.

SECTION VIII.—THE RECOMMENDATIONS OF THE EDUCATION COMMITTEE.

116. An extension has been made in the fee system in vernacular schools; physical education has advanced, especially in the zila schools; Text-Book Committees have been established; conferences have been held of Educational Officers and others; a code of regulations has been issued for town schools, and for aided girls' schools, and the general orders of the department have been collected into a departmental manual.

E. WHITE,
Director of Public Instruction,
North-Western Provinces and Oudh.

ALLAHABAD;
The 21st August 1891.

GENERAL TABLES Nos. I.—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V.—RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1890-91.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of.	Remarks
				University Education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.*		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111	Towns ... 297 Villages, 105,124 Total ... 105,421	Males ... 24,306,586 Females, 22,624,416 Total ... 46,931,002	Institutions. For Males...	15	7	487	4,436	5	55	5,005	1,579	4,634	11,218	Institutions to number of towns and villages. 10·64	
			Institutions. For Females,	1	...	21	322	2	1	347		152	499	·47	
			Total ...	16	7	508	4,758	7	56	5,352	1,579	4,786	11,717	11·11	
			Scholars, Males ...	1,732	723	51,499	149,262	356	3,141	206,713	17,925	51,013	275,651	Male scholars to male population of school-going age. 7·56	
			Scholars, Females...	2	...	1,755	9,646	7	144	11,554	...	2,316	13,870	Female scholars to female population of school-going age. ·41	
			Total ...	1,734	723	53,254	158,908	363	3,285	218,267	17,925	53,329	289,521	4·11	

* Census of 1891. Preliminary Statement.

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1890-91.

(For details, see General Table IV).

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions, ... For males ...	2,41,240	1,59,950	10,29,503	6,20,732	46,021	66,721	21,64,167	25,180	39,377	2,37,787	1,00,452	2,74,059	55,300	1,38,405	8,70,560	33,89,971	
For females ...	...	...	2,56,995	96,654	66	1,529	3,55,244										
Total ...	2,41,240	1,59,950	12,86,498	7,17,386	46,037	68,250	25,19,411	25,180	39,377	2,37,787	1,00,452	2,74,059	55,300	1,38,405	8,70,560	33,89,971	
2. (a)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	21·6	26·5	21·7	3·6	...	4·4	77·8	...	7·6	...	5·8	7·6	·3	·9	22·2	100	
(b)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·4	...	25·8	37·5	3·2	1·2	68·1	...	...	17·2	1·9	9·2	1·2	2·4	31·9	100	
(c)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	5·9	·1	49·9	28·7	...	·3	84·9	...	...	...	6·6	6·0	·2	2·3	15·1	100	
(d)—Percentages of Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	7·1	4·7	37·9	21·2	1·4	2·0	74·3	·7	1·2	7·0	3·0	8·1	1·6	4·1	25·7	100	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1890-91—(concluded).

(For details, see Gener Table IV).

	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost of educating each pupil in—								
Government Institutions ... Cost to Provincial Revenues ...	82 5 8	369 0 8	0 13 8	...	...	9 14 1	18 3 4	
Cost to Local and Municipal Funds ...	1 15 1	0 2 7	20 14 0	4 4 7	138 2 2	4 13 9	16 6 5	
Total, Cost ...	109 11 11	411 4 2	35 9 8	8 2 1	138 11 10	22 1 5	47 1 3	
Local Fund Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
Cost to Local Funds ...	...	...	5 0 6	3 10 8	6 13 9	...	3 14 3	
Total, Cost ...	...	...	6 8 11	3 14 0	9 6 10	...	4 5 1	
Municipal Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
Cost to Municipal Funds ...	...	...	9 11 0	6 10 11	...	...	7 9 5	
Total, Cost ...	...	...	16 2 5	8 12 2	..	...	10 15 10	
Aided Institutions ... Cost to Provincial Revenues ...	51 7 0	11 4 9	6 10 4	1 3 3	...	1 2 1	4 14 9	
Cost to Local and Municipal Funds ...	13 14 5	...	6 13 6	2 3 8	27 4 4	5 3 11	4 12 8	
Total, Cost ...	170 1 2	34 4 11	49 3 11	10 10 5	111 10 11	15 2 7	32 14 5	
Unaided Institutions ... ... Total, Cost ...	289 5 6	23 0 0	44 5 4	5 6 4	...	15 14 5	30 1 11	
All Institutions ... Cost to Provincial Revenues ...	66 4 7	216 15 11	2 3 3	0 2 0	...	6 11 9	1 14 11	
Cost to Local and Municipal Funds ...	6 11 3	0 1 6	8 0 1	3 9 7	128 5 7	4 12 0	4 14 8	
Total, Cost ...	141 14 6	251 1 7	25 1 1	4 11 3	134 5 10	19 10 9	12 0 0	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1890-91.

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	3	505	510	455	...	...	...	...
Oriental	2	458	428	392	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	2	200	177	137	...	...	...	...
Engineering	1	193	191	191	...	...	...	...
Total ...	8	1,356	1,306	1,175	...	...	...	...
School Education, General.								
Secondary Schools.								
For Boys ... High Schools ...	30	6,351	6,465	5,283	1	105	116	78
For Boys ... Middle Schools English ...	8	829	829	665	10	637	564	454
For Boys ... Middle Schools Vernacular ...	...	...	...	...	336	28,153	26,151	21,008
For Girls ... High Schools ...	...	...	...	...	...	...	...	...
For Girls ... Middle Schools English ...	...	...	...	...	...	...	...	...
For Girls ... Middle Schools Vernacular ...	...	...	...	...	1	15	17	15
Total ...	38	7,180	7,294	5,948	348	28,910	26,848	21,555
Primary Schools.								
For Boys	33	2,362	2,101	1,758	4,008	135,969	130,600	100,726
For Girls	...	...	...	...	151	3,314	3,223	2,448
Total ...	33	2,362	2,101	1,758	4,159	139,283	133,823	103,174
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters ...	4	333	314	296	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	2	7	7	7
Medical Schools	1	220	233	216	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...
Other Schools	44	1,797	2,010	1,251	...	...	...	...
Total ...	49	2,350	2,557	1,763	2	7	7	7
Total of Colleges and Schools of Public Instruction	128	13,248	13,258	10,644	4,509	168,200	160,678	124,736

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-*

Class of Institutions.	Public Institutions—(*concluded*). Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
UNIVERSITY EDUCATION. English	4	611	614	540	6	78	73	60	13	1,194
Oriental	1	82	75	61	...	...	...	...	3	540
Colleges or Departments of Colleges for Professional Training.										
Law	2	250	214	149	2	80	55	48	6	530
Engineering	...	...	...	...	...	...	...	...	1	193
Total ...	7	943	903	750	8	158	128	108	23	2,457
Secondary Schools.										
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	44	8,952	8,920	7,241	3	507	586	492	78	15,915
For Boys. Middle Schools. English ...	41	4,462	4,574	3,611	3	338	265	208	62	6,266
For Boys. Middle Schools. Vernacular,	8	850	760	583	3	236	239	195	347	29,239
For Girls. High Schools ...	9	915	958	851	...	...	...	...	9	915
For Girls. Middle Schools. English ...	11	904	882	813	...	...	...	...	11	904
For Girls. Middle Schools. Vernacular...	...	...	...	...	...	...	...	...	1	15
Total ...	113	16,083	16,094	13,099	9	1,081	1,090	895	508	53,254
Primary Schools.										
For Boys	362	9,985	9,968	7,910	33	1,197	1,182	901	4,436	149,513
For Girls	167	5,966	5,342	4,236	4	115	101	73	322	9,395
Total ...	529	15,951	15,310	12,146	37	1,312	1,283	974	4,758	158,908
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters,	1	23	22	21	...	...	...	...	5	356
Ditto for Mistresses,	...	...	...	...	...	...	...	...	2	7
Medical Schools ...	...	...	...	...	...	...	...	...	1	220
Industrial Schools ...	3	182	186	168	...	...	...	...	3	182
Other Schools... ...	6	936	878	675	2	150	162	111	52	2,883
Total ...	10	1,141	1,086	864	2	150	162	111	63	3,548
Total of Colleges and Schools of Public Instruction ...	659	34,118	33,393	26,859	56	2,701	2,663	2,088	5,352	218,267

PRIVATE INSTITUTIONS ...	1. ADVANCED TEACHING—		
	(*a*) Arabic or Persian	1,152	12,180
	(*b*) Sanskrit	412	5,188
	(*c*) Any other oriental classic	15	562
	2. Elementary, teaching a vernacular only or mainly, For Boys ...	3,478	40,374
	2. Elementary, teaching a vernacular only or mainly, For Girls ...	64	1,337
	3. Elementary, teaching the Koran ... ... For Boys ...	1,156	10,792
	3. Elementary, teaching the Koran ... ... For Girls ...	88	826
	Total	6,365	71,254
	GRAND TOTAL	11,717	289,521

TABLE III—(*concluded*).

Western Provinces and Oudh for the official year 1890-91.

Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st March according to Race or Creed.					Number of Girls in boys' schools.	Number of Boys in girls' schools.	Remarks.
English.	A classical language	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,190	1,039	4	26	17	922	227	2	...	...	
45	533	7	...	...	482	58	...	...	...	
530	...	...	6	8	425	91	...	...	...	
193	...	...	71	...	95	27	...	...	...	
1,958	1,572	11	103	25	1,924	403	2	...	...	
15,841	11,189	4,242	1,119	545	11,436	2,802	13	1	...	
6,003	3,073	3,015	208	271	4,436	1,346	5	5	...	
101	807	28,727	...	35	21,928	7,275	1	1	...	
825	234	678	612	286	13	4	...	...	31	
686	142	616	411	477	6	...	10	...	55	
...	15	...	...	...	...	15	...	...	...	
23,406	15,460	37,278	2,350	1,614	37,819	11,442	29	7	86	
5,816	1,610	149,427	368	3,491	124,757	20,864	33	358	...	
588	247	9,710	166	1,041	5,535	2,653	...	...	107	
6,404	1,857	159,137	534	4,532	130,292	23,517	33	358	107	
...	220	749	...	23	272	61	...	...	...	
...	...	7	...	...	7	...	...	...	...	
...	...	220	...	44	109	67	...	38	...	
6	...	182	...	178	4	...	...	...	...	
60	774	2,145	...	...	2,359	518	6	...	...	
66	994	3,303	...	245	2,751	646	6	38	...	
31,834	19,883	199,729	2,987	6,416	172,786	36,608	70	403	193	
...	12,180	...	...	...	4,202	7,974	4	...	...	
...	5,183	...	...	...	5,175	1	7	...	...	
...	562	...	...	...	400	114	48	...	...	
1,985	9,963	29,422	...	507	28,034	11,830	3	32	...	
150	141	1,154	...	185	683	468	1	...	...	
...	10,792	...	...	...	113	10,679	...	121	...	
...	826	...	...	...	18	808	...	...	...	
2,135	39,647	30,576	...	692	38,625	31,874	63	153	...	
33,969	59,530	230,305	2,987	7,108	211,411	67,882	133	556	193	

GENERAL

Return of Expenditure *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. — English	63,173	1,721	100	21,662	...	1,724	88,380
UNIVERSITY EDUCATION. — Oriental	14,073	...	...	...	...	486	14,559
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. — Law	...	...	...	7,810	...	...	7,810
UNIVERSITY EDUCATION. — Engineering	1,35,808	...	60	...	...	7,665	1,43,533
Total ...	2,13,054	1,721	160	29,472	...	9,875	2,54,282
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys... High Schools	6,213	1,22,287	10,557	88,904	342	3,728	2,32,031
SCHOOL EDUCATION, GENERAL. — For Boys... Middle Schools, English ...	...	17,449	1,967	7,845	328	92	27,681
SCHOOL EDUCATION, GENERAL. — For Boys... Middle Schools, Vernacular,	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... Middle Schools, English ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... Middle Schools, Vernacular,	...	...	...	...	...	...	...
Total ...	6,213	1,39,736	12,524	96,749	670	3,820	2,59,712
Primary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys	...	4,507	4,504	6,976	6	1,092	17,085
SCHOOL EDUCATION, GENERAL. — For Girls	...	...	...	...	...	...	...
Total ...	...	4,507	4,504	6,976	6	1,092	17,085
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	43,375	...	...	...	189	43,564
SCHOOL EDUCATION, SPECIAL. — Ditto for Mistresses ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	22,167	...	...	...	2,625	...	24,792
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools	...	10,906	...	12,512	524	810	24,752
Total ...	22,167	54,281	...	12,512	3,149	999	93,108
Buildings	38,442	26,809	1,248	268	1,500	...	68,267
Furniture and Apparatus (Special grants only) ...	385	3,009	...	1,516	...	210	5,120
Total ...	38,827	29,818	1,248	1,784	1,500	210	73,387
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Special Schools other than Training Schools,	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction ...	2,80,261	2,30,063	18,436	1,47,493	5,325	15,996	6,97,574

TABLE IV.

North-Western Provinces and Oudh for the official year 1890-91.

Institutions.						
Management.						
Managed by Local Fund and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,260	680	1,237	280	51	4,508
...	1,596	5,890	1,377	56	240	9,159
...	1,29,292	7,569	33,443	241	425	1,70,970
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	480	826	...	...	...	1,306
...	1,33,628	14,965	36,057	577	716	1,85,943
300	4,69,993	18,225	22,128	1,781	92	5,12,519
...	13,646	4,116	12	59	...	17,833
300	4,83,639	22,341	22,140	1,840	92	5,30,352
...	...	...	...	...	...	...
...	48	...	18	...	...	66
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	43	...	18	...	...	66
...	96,081	3,319	6,549	3,820	100	1,09,819
...	13,774	162	11,838	...	165	25,939
...	1,09,805	3,481	18,337	3,820	265	1,35,758
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
300	7,27,120	40,787	76,602	6,237	1,073	8,52,119

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	33,132	3,352	6,225	18,803	1,437	48,951	1,11,900
Oriental	2,310	...	...	30	...	2,939	5,279
Colleges or Departments of Colleges for Professional Training.							
Law	2,418	...	...	3,907	...	1,017	7,342
Engineering	...	...	...	...	...	...	...
Total ...	37,860	3,352	6,225	22,740	1,437	52,907	1,24,521
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys... High Schools	62,603	51,491	16,037	1,67 320	15,538	99,949	4,12,938
For Boys... Middle Schools. English ...	9,927	21,121	7,090	52,180	9,321	19,288	1,18,927
For Boys... Middle Schools. Vernacular ...	...	1,952	336	1,142	336	1,198	4,964
For Girls... High Schools	23,202	3,161	2,688	1,07,142	...	47,641	1,83,834
For Girls... Middle Schools. English ...	11,221	6,276	...	32,140	1,200	20,718	71,855
For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	1,06,953	84,001	26,151	3,60,224	26,395	1,88,794	7,92,518
Primary Schools.							
For Boys	8,211	14,678	1,881	10,087	10,541	39,275	84,673
For Girls	10,209	15,352	2,200	2,271	13,724	34,600	78,356
Total ...	18,420	30,030	4,081	12,358	24,265	73,875	1,63,029
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	600	...	...	...	1,857	2,457
Training Schools for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	...	...	..	...	...	...	...
Industrial Schools	...	1,560	...	...	...	3,357	4,917
Other Schools	1,200	3,660	360	1,178	1,258	3,557	11,213
Total ...	1,200	5,820	360	1,178	1,258	8,771	18,587
Buildings	1,333	4,680	1,843	3,235	14,782	68,770	94,643
Furniture and Apparatus (special grants only),	1,000	131	102	1,015	9,709	11,213	23,170
Total ...	2,333	4,811	1,945	4,250	24,491	79,993	1,17,813
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools,	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction...	1,66,766	1,28,014	38,762	4,00,750	77,846	4,04,330	12,16,468

TABLE IV—(*concluded*).

North-Western Provinces and Oudh for the official year 1890-91.

Institutions—(*concluded*). Management. Unaided.				Total expenditure from—					Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,142	8,448	9,532	21,122	96,305	5,073	6,325	43,607	70,092	2,21,402
...	...	...	...	16,383	...	...	30	3,425	19,838
1,265	...	...	1,265	2,418	...	...	12,982	1,017	16,417
...	...	...	...	1,35,808	...	60	...	7,665	1,43,533
4,407	**8 448**	**9,532**	**22,387**	**2,50,914**	**5,073**	**6,385**	**56,619**	**82,199**	**4,01,190**
29,915	...	12,342	42,257	68,816	1,76,038	27,274	2,87,376	1,32,230	6,91,734
745	366	3,098	4,209	9,927	40,166	14,947	62,147	32,789	1,59,976
162	940	757	1,859	...	1,31,244	7,905	34,747	3,897	1,77,793
...	...	...	...	23,202	3,161	2,688	1,07,142	47,641	1,83,834
...	...	...	...	11,221	6,276	...	32,440	21,918	71,855
...	...	...	...	...	480	826	...	...	1,306
30,822	**1,306**	**16,197**	**48,325**	**1,13,166**	**3,57,365**	**53,640**	**5,23,852**	**2,38,475**	**12,86,498**
1,780	1,181	3,494	6,455	8,511	4,89,178	24,610	40,971	57,462	6,20,732
5	60	400	465	10,209	28,998	6,316	2,288	48,843	96,654
1,785	**1,241**	**3,894**	**6,920**	**18,720**	**5,18,176**	**30,926**	**43,259**	**1,06,305**	**7,17,386**
...	...	...	...	...	43,975	...	...	2,046	46,021
...	...	...	...	...	48	...	18	...	66
...	...	...	...	22,167	...	...	...	2,625	24,792
...	...	...	...	...	1,560	...	...	3,357	4,917
620	...	1,956	2,576	1,200	14,566	360	14,310	8,105	38,541
620	**...**	**1,956**	**2,576**	**23,367**	**60,149**	**360**	**14,323**	**16,133**	**1,14,337**
96	25	1,209	1,330	39,775	1,27,520	6,410	10,148	90,206	2,74,059
50	10	1,011	1,071	1,385	16,914	264	14,419	22,318	55,300
146	**35**	**2,220**	**2,401**	**41,160**	**1,44,434**	**6,674**	**24,567**	**1,12,524**	**3,29,359**
...	...	...	...	...	...	...	25,180	...	25,180
...	...	...	...	39,377	...	...	...	...	[illegible]
...	...	...	...	...	2,37,787	...	...	...	2,37,787
...	...	...	...	10,186	...	750	312	17,883	29,131
...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,848	25,468	3,580	470	16,184	52,550
...	...	...	...	27	63	144	...	1,694	1,928
...	...	...	...	13,430	...	2,633	...	780	16,843
...	...	...	...	4,857	33,447	2,509	82,274	15,318	1,38,405
...	**...**	**...**	**...**	**74,725**	**2,96,765**	**9,616**	**1,08,236**	**51,859**	**5,41,201**
37,780	**11,030**	**33,799**	**82,609**	**5,22,052**	**13,81,962**	**1,07,601**	**7,70,861**	**6,07,495**	**33,89,971**

GENERAL

Return of the stages of instruction of pupils in Public Schools for General

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government ...	English ...	38	7,180	1,173	...	1,173	1,982	...	1,982
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	1	59	...	...	...	5	...	5
		Vernacular .	332	27,719	...	...	...	6,053	...	6,053
	Municipal ...	English ...	10	683	9	...	9	102	...	102
		Vernacular ...	4	434	...	...	...	70	...	70
	Aided ...	English ...	85	13,414	1,387	...	1,387	2,773	...	2,773
		Vernacular ...	8	850	...	...	...	136	...	136
	Unaided ...	English ...	6	845	68	...	68	234	...	234
		Vernacular ...	3	236	...	...	...	68	...	68
	Total ...		487	51,420	2,637	...	2,637	11,423	...	11,423
For Girls ...	Government ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	...	...	...	.	...	...	...	...
		Vernacular ..	...	...	...	...	...	...	...	...
	Municipal ...	English ...	...	...	..	...	...	...	...	...
		Vernacular ...	1	15	...	...	...	...	15	15
	Aided ...	English ...	20	1,819	...	85	85	...	454	454
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ..	...	...	...	...	...	...	...	...
	Total ...		21	1,834	...	85	85	...	469	469
Total, Secondary Schools ...			508	53,254	2,637	85	2,722	11,423	469	11,892
Primary Schools—										
For Boys ...	Government ...	...	33	2,362	...	...	...	...	...	...
	Local Fund ...	...	3,958	133,895	...	...	...	...	...	...
	Municipal ...	...	50	2,074	...	...	...	...	...	...
	Aided ...	...	362	9,985	...	...	...	...	...	...
	Unaided ...	...	33	1,197	...	...	...	...	...	...
	Total ...		4,436	1,49,513	...	...	...	...	...	...
For Girls ...	Government ...	...	...	...	...	...	...	...	...	...
	Local Fund ...	...	137	2,899	...	...	...	...	...	..
	Municipal ...	...	14	415	...	...	...	...	...	...
	Aided ...	...	167	5,966	...	...	...	...	...	...
	Unaided ...	...	4	115	...	...	...	...	...	...
	Total ...		322	9,395	...	...	...	...	...	...
Total, Primary Schools ...			4,758	1,58,903	...	...	...	...	...	...
GRAND TOTAL ...			5,263	2,12,162	2,637	85	2,722	11,423	469	11,892

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1890-91.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,152	...	2,152	1,873	...	1,873	...	...	...	7,180	...	7,180
...	...	...	...	...	...	...	...	...	...	...	...
15	...	15	39	...	39	...	...	...	59	...	59
6,221	...	6,221	14,384	...	14,384	1,061	...	1,061	27,719	...	27,719
150	...	150	422	...	422	...	...	...	683	...	683
88	...	88	264	...	264	12	...	12	434	...	434
2,805	...	2,805	6,081	...	6,081	368	...	368	13,414	...	13,414
129	...	129	510	...	510	75	...	75	850	...	850
192	...	192	350	...	350	1	...	1	845	...	845
47	...	47	120	...	120	1	...	1	236	...	236
11,799	...	**11,799**	**24,043**	...	**24,043**	**1,518**	...	**1,518**	**51,420**	...	**51,420**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	15	15
...	405	405	...	681	681	...	194	194	...	1,819	1,819
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	**405**	**405**	**...**	**681**	**681**	**...**	**194**	**194**	**...**	**1,834**	**1,834**
11,799	**405**	**12,204**	**24,043**	**681**	**24,724**	**1,518**	**194**	**1,712**	**51,420**	**1,834**	**53,254**
45	...	45	2,258	...	2,258	59	...	59	2,362	...	2,362
24,208	...	24,208	1,01,846	...	1,01,846	7,841	...	7,841	1,33,895	...	1,33,895
250	...	250	1,534	...	1,534	290	...	290	2,074	...	2,074
577	...	577	7,365	...	7,365	2,043	...	2,043	9,985	...	9,985
145	...	145	923	...	923	129	...	129	1,197	...	1,197
25,225	...	**25,225**	**1,13,926**	...	**1,13,926**	**10,362**	...	**10,362**	**149,513**	...	**1,49,513**
...	...	...	...	...	...	...	...	...	...	...	...
...	105	105	...	2,371	2,371	...	423	423	...	2,899	2,899
...	53	53	...	354	354	...	8	8	...	415	415
...	432	432	...	4,626	4,626	...	908	908	...	5,966	5,966
...	...	...	...	87	87	...	28	28	...	115	115
...	**590**	**590**	**...**	**7,438**	**7,438**	**...**	**1,367**	**1,367**	**...**	**9,395**	**9,395**
25,225	**590**	**25,815**	**113,926**	**7,438**	**121,364**	**10,362**	**1,367**	**11,729**	**149,513**	**9,395**	**158,908**
37,024	**995**	**38,019**	**137,969**	**8,119**	**146,088**	**11,880**	**1,561**	**13,441**	**200,933**	**11,229**	**212,162**

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	2	...	3	7	7	...	7	21
2. Bachelor of Arts	2	4	1	7	61	89	5	4	159
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First Arts or Intermediate Examination,	3	4	5	12	199	214	47	16	476
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (a)	1	2	2	5	70	2	3	...	75
" " Arabic (b)	...	1	...	1	...	1	...	...	1
" " Persian (b)	...	2	...	2	...	2	...	...	2
4. High Proficiency in Sanskrit (c) ...	3	4	4	11	104	7	12	4	127
" " " Arabic (b) ...	...	1	1	2	...	5	3	...	8
" " " Persian (b) ...	...	1	...	1	...	1	..	...	1
5. Proficiency in Sanskrit (d) ...	3	7	8	18	56	21	34	14	125
" " Arabic (e)	1	3	2	6	4	11	5	...	20
" " Persian (b) ...	...	1	..	1	...	6	...	...	6
" " Urdu	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	2	1	5	19	7	2	...	28
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. { First M. B.	...	...	...	...	...	...	...	...	...
5. { First L. M S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					15	...	...	...	15
2. B. C. E.	1	...	...	1	23	...	...	...	23
3. L C. E.					36	...	...	...	36
4. First L. C. E.					249	...	...	...	249
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... { Boys ...	30	48	9	87	477	688	76	311	1,552
Matriculation ... { Girls ...	...	8	...	8	...	39	...	2	41
Middle School examination, { Boys ...	367	85	18	470	3,082	1,188	146	2,199	6,615
Middle School examination, { Girls ...	...	5	...	5	...	15	...	...	15
Upper Primary examination, { Boys ...	2,226	365	16	2,607	8,997	1,646	161	131	10,935
Upper Primary examination, { Girls ...	16	46	...	62	28	325	...	...	353
Lower Primary examination, { Boys ...	4,155	380	31	4,566	19,924	1,928	344	48	22,244
Lower Primary examination, { Girls ...	52	107	2	161	141	792	38	...	971
Schools for Special Instruction.									
1. Training School examination for Masters. { Upper ...	1	...	...	1	16	...	...	1	17
1. Training School examination for Masters. { Lower ...	1	1	...	2	54	8	...	10	72
2. Training School examination for Mistresses. { Upper ...	...	...	...	...	...	...	...	...	...
2. Training School examination for Mistresses. { Lower ...	2	...	...	2	2	...	...	...	2
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	69	...	...	...	69
5. Industrial School Examination ...	...	3	8	11	...	113	41	...	154

* Roorkee College
(a) Acharya Examination of the Sanskrit College,
(b) Panjáb University
(c) Madhyama Pariksha Examination of the Sanskrit College
(d) Prathama Pariksha Examination of the Sanskrit College
(e) Mulla Examination and Maulvi Examination of the Panjáb University

TABLE VI.

Western Provinces and Oudh during the official year 1890-91.

Number passed.					Race or creed of passed scholars.					
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	
4	3	...	4	11	2	1	8	...	...	
33	56	1	2	92	1	...	73	17	1	
...	...	...	...	...	...	...	...	...	...	
87	101	9	7	204	3	2	151	45	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
45	1	2	...	48	...	...	48	...	...	
...	...	...	...	...	...	...	...	...	...	
...	2	...	...	2	...	...	...	2	...	
60	4	9	4	77	...	...	77	...	...	
...	3	1	...	4	...	...	...	4	...	
...	1	...	...	1	...	...	...	1	...	
26	10	16	3	55	...	...	55	...	...	
2	6	1	...	9	...	...	...	9	...	
...	4	...	...	4	...	...	...	4	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
11	2	...	...	13	...	...	12	1	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
15	...	...	...	15	11	...	4	...	...	Engineer.*
23	...	...	...	23	18	...	5	...	...	Upper Subordinate.*
36	...	...	...	36	...	...	30	6	...	Lower ditto.*
82	...	...	...	82	22	1	48	11	...	College Entrance.*
...	...	...	...	...	...	...	...	...	...	
247	269	25	42	583	37	9	422	108	7	
...	21	...	2	23	23	...	...	...	...	
1,717	326	40	410	2,493	7	7	1,896	583	...	
...	5	...	...	5	5	...	...	...	...	
5,387	948	88	54	6,477	193	27	5,061	1,194	2	
17	256	...	...	273	138	55	34	46	...	
14,346	1,231	210	26	15,813	133	220	12,962	2,497	1	
79	545	30	...	654	112	131	167	244	...	
15	...	...	1	16	...	...	11	5	...	
31	7	...	1	39	...	7	24	8	...	
...	...	...	...	...	...	...	...	...	...	
2	...	...	...	2	...	...	2	...	...	
...	...	...	...	...	...	...	...	...	...	
53	...	...	...	53	...	10	22	21	...	
...	94	15	...	109	...	97	12	...	...	

Examinations.
Benares and Shastri Examination of the Panjáb University.
Examinations.
Benares, and Visharada Examination of the Panjáb University.
Benares, and Prajna Examination of the Panjáb University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.	Expenditure of — In institutions managed: Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	2	3	4	5	6
					Rs. a. p.
Arts Colleges.					
UNIVERSITY EDUCATION. — English	...	...	...	...	...
Oriental	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.					...
Law	...	...	...	...	...
Engineering	...	...	...	...	...
Total ...	...	...	...	...	...
Secondary Schools.					
SCHOOL EDUCATION, GENERAL. — For Boys ... High Schools	...	...	...	...	...
For Boys ... Middle Schools — English	1	59	56	43	...
For Boys ... Middle Schools — Vernacular	332	27,719	25,766	20,721	...
For Girls ... High Schools	...	...	...	...	...
For Girls ... Middle Schools — English	...	...	...	...	...
For Girls ... Middle Schools — Vernacular	...	...	...	...	...
Total ...	333	27,778	25,822	20,764	...
Primary Schools.					
For Boys	3,958	133,895	128,610	99,105	300
For Girls	137	2,899	2,835	2,182	...
Total ...	4,095	136,794	131,445	101,287	300
Schools for Special Instruction.					
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	...	...	...	...
Training Schools for Mistresses	2	7	7	7	...
Medical Schools	...	...	...	...	...
Industrial Schools	...	...	...	...	...
Other Schools	...	...	...	...	...
Total ...	2	7	7	7	...
Buildings	...	...	...	...	...
Furniture and Apparatus (Special grants only)	...	...	...	...	...
Total ...	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...
Professional Colleges	...	...	...	...	...
Secondary Schools	...	...	...	...	...
Primary Schools	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
GRAND TOTAL ...	4,430	164,579	157,274	122,058	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1890-91.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,721	...	3,352	5,073
...	...	...	...	...	...	...	...	...	...
								...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,721	...	3,352	5,073
...	...	...	...	...	...	1,22,287	2,260	51.491	1,76,038
600	556	222	56	240	1,674	17,449	996	21,121	40,166
1,29,292	4,467	33,272	241	425	1,67,697	...	...	1,952	1,31,244
...	...	...	...	...	...	...	...	3,161	3,161
...	...	...	...	...	...	...	...	6,276	6,276
...	...	...	...	...	...	...	480	...	480
1,29,892	5,023	33,494	297	665	1,69,371	1,39,736	3,736	84,001	3,57,365
4,68,407	5,678	18,919	1,625	92	4,95,021	4,507	1,586	14,678	4,89,178
13,646	778	12	59	...	14,495	...	...	15,352	28,998
4,82,053	6,456	18,931	1,684	92	5,09,516	4,507	1,586	30,030	5,18,176
...	...	...	...	...	...	43,375	...	600	43,975
48	...	18	...	...	66	...	...	...	48
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,560	1,560
...	...	...	...	...	...	10,906	...	3,660	14,566
48	...	18	...	...	66	54,281	...	5,820	60,149
95,681	42	6,549	400	100	1,02,772	26,809	350	4,680	1,27,520
13,774	20	11,748	...	...	25,542	3,009	...	131	16,914
1,09,455	62	18,297	400	100	1,28,314	29,818	350	4,811	1 44,434
...	...	...	...	...	...	...	...	...	2,37,787
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	25,468
...	...	...	...	...	...	...	...	...	63
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	33,447
...	...	...	...	...	...	...	...	...	2,96,765
7,21,448	11,541	70,740	2,381	857	8,07,267	2,30,063	5,672	1,28,014	13,81,962

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.	Expenditure of					
	In Institutions managed					
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial grants.	Municipal rates.
1	17	18	19	20	21	22
Arts Colleges.						Rs.
University Education. — English	...	...	...	...	...	...
University Education. — Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
University Education. — Law	...	...	...	...	...	...
University Education. — Engineering	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
School Education, General. — For Boys ... High Schools	1	105	116	78	...	680
School Education, General. — For Boys ... Middle Schools English ...	9	578	508	411	...	5,334
School Education, General. — For Boys ... Middle Schools Vernacular ...	4	434	385	287	...	3,102
School Education, General. — For Girls ... High Schools	...	...	...	...	...	...
School Education, General. — For Girls ... Middle Schools English ...	...	...	...	...	...	...
School Education, General. — For Girls ... Middle Schools Vernacular ...	1	15	17	15	...	826
Total ...	15	1,132	1,026	791	...	9,942
Primary Schools.						
School Education, General. — For Boys	50	2,074	1,990	1,621	...	12,547
School Education, General. — For Girls	14	415	388	266	...	3,338
Total ...	64	2,489	2,378	1,887	...	15,885
Schools for Special Instruction.						
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Buildings	...	...	...	...	...	3,277
Furniture and Apparatus (Special Grants only) ...	...	...	...	...	...	142
Total ...	...	...	...	...	...	3,419
Inspection	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...
Scholarships held in — Professional Colleges ...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	79	3,621	3,404	2,678	...	29,246

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh for the official year 1890-91.

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	100	...	6,225	6,325	11,398
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	60	...	...	60	60
...	...	...	...	...	160	...	6,225	6,335	11,458
2,260	1,237	280	51	4,508	10,557	...	16,037	27,274	2,03,312
996	1,155	...	...	7,485	1,967	556	7,090	14,947	55,113
...	171	...	...	3,273	...	4,467	336	7,905	1,39,149
...	...	...	...	...	...	...	2,688	2,688	5,849
...	...	...	...	...	...	...	...	...	6,276
480	...	...	...	1,306	...	...	...	826	1,306
3,736	2,563	280	51	16,572	12,524	5,023	26,151	53,640	4,11,005
1,586	3,209	156	...	17,498	4,504	5,678	1,881	24,610	5,13,788
...	...	...	...	3,338	...	778	2,200	6,316	35,314
1,586	3,209	156	...	20,836	4,504	6,456	4,081	30,926	5,49,102
...	...	...	...	...	...	...	...	...	43,975
...	...	...	...	...	...	...	...	...	48
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	360	360	14,926
...	...	...	...	...	...	...	360	360	60,509
350	...	3,420	...	7,047	1,248	42	1,843	6,410	1,33,930
...	90	...	165	397	...	20	102	264	17,178
350	90	3,420	165	7,444	1,248	62	1,945	6,674	1,51,108
...	...	...	...	...	...	...	...	...	2,37,787
...	...	...	...	...	...	...	...	750	750
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3,580	29,048
...	...	...	...	...	...	...	...	144	207
...	...	...	...	...	...	...	...	2,633	2,633
...	...	...	...	...	...	...	...	2,509	35,956
...	...	...	...	...	...	...	...	9,616	3,06,381
5,672	5,862	3,856	216	44,852	18,436	11,541	38,762	1,07,601	14,89,563

GENERAL

Return of Public Colleges, Schools *and* Scholars *in the*

(For Europeans

Class of Institutions.	Public Institutions.							
	Under private management.							
	Aided by Government.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	...	...	...	...	3	19	13	9
Total ...	...	...	...	...	3	19	13	9
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	9	919	910	827	2	181	236	215
For Boys ... Middle Schools. English ...	4	205	243	217	...	...	...	...
For Girls ... High Schools ...	6	546	610	548	...	...	...	...
For Girls ... Middle Schools. English ...	6	420	403	368	...	...	...	...
Total ...	25	2,090	2 166	1,960	2	181	236	215
Primary Schools.								
For Boys	10	340	307	233	1	22	18	17
For Girls	4	163	150	136	...	...	...	...
Total ...	14	503	457	369	1	22	18	17
Total of Colleges and Schools of Public Instruction ...	39	2,593	2,623	2,329	6	222	267	241

TABLE III.

North-Western Provinces and Oudh, for the official year 1890-91.

AND EURASIAN.)

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English	A classical language.	A vernacular language	Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
3	19	19	19	4	19	...	...	...	...	...	...	
3	19	19	19	4	19	...	...	...	...	...	...	
11	1,100	1,095	487	588	1,094	1	5	...	...	1	...	
4	205	205	63	91	201	...	4	...	...	5	...	
6	546	527	124	264	544	2	...	...	...	...	31	
6	420	420	73	12	410	...	...	...	10	...	30	
27	2,271	2,247	747	955	2,249	3	9	...	10	6	61	
11	362	362	...	6	360	1	1	...	...	156	...	
4	163	163	...	42	161	2	...	...	...	...	54	
15	525	525	...	48	521	3	1	...	...	156	54	
45	2,815	2,791	766	1,007	2,789	6	10	...	10	162	115	

GENERAL

Return of Expenditure on Public Institutions for Europeans and Eurasians in the North-

Objects of expenditure.	Public						
	Under Private						
	Aided by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys: High Schools	24,703	399	530	95,327	701	51,937	1,73,597
For Boys: Middle Schools—English ...	7,467	545	360	32,813	...	2,603	43,788
For Girls: High Schools	21,402	401	2,688	1,04,420	...	33,983	1,62,894
For Girls: Middle Schools—English ...	11,221	96	...	30,060	1,200	1,416	43,993
Total ...	64,793	1,441	3,578	2,62,620	1,901	89,939	4,24,272
Primary Schools.							
For Boys	6,303	235	58	4,957	1,591	2,170	15,314
For Girls	3,957	60	1,080	1,135	2,345	876	9,453
Total ...	10,260	295	1,138	6,092	3,936	3,046	24,767
Buildings	1,333	182	...	1,478	4,403	39,214	46,610
Furniture and Apparatus (Special grants only) ...	1,000	...	...	470	8,680	5,181	15,331
Total ...	2,333	182	...	1,943	13,083	44,395	61,941
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction ...	77,386	1,918	4,716	2,70,660	18,920	1,37,380	5,10,980

TABLE IV.

Western Provinces and Oudh for the official year 1890-91.

Institutions.				Total expenditure from—					Grand Total.
management.									
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,748	...	4,300	6,048	...	...	...	1,748	4,300	6,048
1,748	...	4 300	6,048	...	...	...	1,748	4,300	6,048
29,915	...	8,000	37,915	24,703	399	530	1,25,242	60,638	2,11,512
...	...	...	...	7,467	545	360	32,813	2,603	43,788
...	...	...	...	21,402	401	2,688	1,04,420	33,983	1,62,894
...	...	...	...	11,221	96	...	30,060	2,616	43,993
29,915	...	8,000	37,915	64,793	1,441	3,578	2,92,535	99,840	4,62,187
...	...	...	...	6,303	235	58	4,957	3,761	15,314
...	...	...	...	3,957	60	1,080	1,135	3,221	9,453
...	...	...	...	10,260	295	1,138	6,092	6,982	24,767
...	...	...	...	1,333	182	...	1,478	43,617	46,610
...	...	...	...	1,000	...	...	470	13,861	15,331
...	...	...	...	2,333	182	...	1,948	57,478	61,941
...	...	...	...	...	770	...	...	...	770
...	...	...	...	...	...	...	...	...	...
...	...	...	...	223	...	...	...	25	248
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	308	...	49,349	1,399	51,056
...	...	...	...	223	1,078	...	49,349	1,424	52,074
31,663	...	12,300	43,963	77,609	2,996	4,716	3,51,672	1,70,024	6,07,017

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General Education

(For Europeans

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March	High Stage — Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. — Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls	Total.
Secondary Schools—								
For Boys ... Aided ... English ...	13	1,124	146	...	146	391	...	391
For Boys ... Unaided ... English ...	2	181	17	...	17	74	...	74
Total ...	15	1,305	163	...	163	465	...	465
For Girls ... Aided ... English ...	12	966	...	59	59	...	379	379
Total ...	12	966	...	59	59	...	379	379
Total, Secondary Schools ...	27	2,271	163	59	222	465	379	844
Primary Schools—								
For Boys ... Aided	10	340	...	...	...	...	...	...
For Boys ... Unaided	1	22	...	...	...	...	...	...
Total ...	11	362	...	...	...	...	...	...
For Girls ... Aided	4	163	...	...	...	...	...	...
Total ...	4	163	...	...	...	...	...	...
Total, Primary Schools ...	15	525	...	...	...	...	...	...
GRAND TOTAL ...	42	2,796	163	59	222	465	379	844

TABLE V.

in the North-Western Provinces and Oudh, at the end of the official year 1890-91.

AND EURASIANS.)

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
276	...	276	219	...	219	92	...	92	1,124	...	1,124
64	...	64	25	...	25	1	...	1	181	...	181
340	...	340	244	...	244	93	...	93	1,305	...	1,305
...	242	242	...	158	158	...	128	128	...	966	966
...	242	242	...	158	158	...	128	128	...	966	966
340	242	582	244	158	402	93	128	221	1,305	966	2,271
88	...	88	113	...	113	139	...	139	340	...	340
8	...	8	7	...	7	7	...	7	22	...	22
96	...	96	120	...	120	146	...	146	362	...	362
...	35	35	...	58	58	...	70	70	...	163	163
...	35	35	...	58	58	...	70	70	...	163	163
96	35	131	120	58	178	146	70	216	362	163	525
436	277	713	364	216	580	239	198	437	1,667	1,129	2,796

ORDERS OF GOVERNMENT.

No. 1804E. / III—48-60-III OF 1891.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 3RD DECEMBER 1891.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt of your Report on Public Instruction in the North-Western Provinces and Oudh for the year 1890-91. It was submitted with commendable punctuality, having been received in the Secretariat on the 21st September, or only six days after it was due, although the date of its submission is now a fortnight earlier than it has been in previous years.

2. The total expenditure of all kinds on Education was Rs. 33,89,971, being an advance of 10 per cent. on last year's figure, which was Rs. 30,57,376. Fees show a remarkable rise of 46 per cent., from Rs. 5,24,689 to Rs. 7,70,861. In the following table is exhibited the expenditure of all kinds, direct and indirect, so far as it can be ascertained from the general tables and the statistics incorporated in your report, on institutions connected with your Department. A small sum (Rs. 544) on account of scholarships and miscellaneous expenditure on unaided institutions is included:—

Source of expenditure.	On University education.	On secondary education.	On primary education.	On special education.	Indirect expenditure.	Total expenditure.	Total expenditure in 1889-90.	Percentage— Of increase since 1889.	Percentage— To total expenditure. 1890-91.	Percentage— To total expenditure. 1889-90.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Public funds ...	1,20,179	4,70,531	5,36,896	51,245	5,43,654	17,22,505	17,02,928	1·1	57	63
Municipal funds ...	6,325	53,640	30,926	360	13,657	1,04,908	94,556	10·9	3	3
Fees ...	52,212	4,93,030	41,474	1,384	1,32,657	7,30,757	4,71,722	52·7	23	17
All other sources,	56,554	2,20,972	1,01,170	11,028	1,61,348	5,41,072	4,74,913	13·9	17	17
Total ...	2,35,270	12,38,173	7,10,466	64,017	8,51,316	30,99,242	27,44,119	12·9		
Percentage to total expenditure from—										
Public funds of expenditure.	7	27	32	3	31					
All sources, besides public funds, of expenditure.	8	57	12	1	22					

The proportion borne by the contribution from Government funds to the whole direct expenditure on each of the main classes of education was—

University	...	...	...	51 per cent.
Secondary	...	...	...	38 do.
Primary	...	...	...	75 do.

It is to be noted that while the contribution of Government is fairly evenly divided between primary and secondary education (it is hardly accurate to say, as in your 11th paragraph, that the main efforts of Government are directed to primary education), private enterprise is mainly occupied with secondary education. It should be the aim of your Department to make secondary education more and more independent of Government assistance, and to concentrate its efforts on the advancement of primary education. The very remarkable rise of 52·7 per cent. in the fee income, following on a steady rise since 1885, reduces the percentage of the whole cost defrayed by Government from 63 to 57.

3. In the table given on page 6 of your report, Rs. 5,10,014 out of the total of Rs. 8,51,316 spent indirectly on institutions connected with your Department is distributed over the various stages of education. The result of the distribution when combined with that of direct expenditure is as follows :—

Expenditure, direct and indirect, on each stage of instruction on institutions with which the Department is concerned.

	Rs.	*Percentage to total.*
University	3,19,886	11·8
Secondary	15,44,555	56·
Primary	8,24,905	29·8
Special	68,594	2·4
Total ...	27,57,940	100·0

This calculation, it will be observed, omits a portion of the indirect expenditure amounting to Rs. 3,41,302, which is nowhere distributed in your report. These percentages again emphasize the prominence given to secondary education as compared with primary.

4. The healthy tendency, noticed in the review last year, for University education to spread while the expenditure incurred on that account by the State diminishes, is apparent from the following table, which exhibits the average monthly attendance in colleges and college classes during the year, and the total amount spent on that class of University education known as English Arts education :—

		1888-89.	1889-90.	1890-91.	Percentage of increase since 1888-89.
Number of students on the roll monthly at—	Muir College ...	177	205	299	68
	Queen's „ ...	92	135	174	89
	Agra „ ...	137	175	200	46
	Canning „ ...	120	164	228	90
	Aligarh „ ...	60	61	102	70
	Total of all colleges and college classes.	718	907	1,197	66
		Rs.	Rs.	Rs.	
Expenditure on University (English Arts) education from—	Public funds ...	1,15,066	1,15,665	1,01,378	—11
	Municipal funds ...	8,193	6,850	6,325	—22
	Fees	23,452	33,181	43,607	85
	Other sources ...	70,410	71,626	70,092	— ·4
	Total ...	2,17,121	2,27,332	2,21,402	2
Percentage of total expenditure defrayed by—	Public funds ...	53	50	45	...
	Fees	10	14	19	...
Cost per student ...	Total ...	302	250	184	—39
	To public funds ...	160	127	84	—47

There has thus been, in the last three years, an increase of two-thirds in the number of students in collegiate classes, coupled with a decrease of a little over one-tenth in expenditure from public funds, and a rise of over three-quarters in the amount raised by fees. The total expenditure remains nearly stationary and the cost per student is proportionally reduced.

5. For the first time this year no college sent students to be examined by the Calcutta University. The results of the University examinations are given in the following table :—

		1889.			1890.			1891.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
M. A.	State	10	5	50	7	5	71	7	4	57
	Aided	6	3	50	8	4	50	7	3	43
	Unaided ...	...	...	...	...	...	...	...	...	...
	Total ...	16	8	50	15	9	60	14	7	50
B. A.	State	39	29	74	26	14	53	61	33	54
	Aided	59	32	54	50	31	62	89	56	63
	Unaided ...	...	...	...	...	...	...	5	1	20
	Total ...	98	61	62	76	45	59	155	90	58
Intermediate	State ..	143	71	50	142	87	61	199	87	43
	Aided ...	148	70	47	176	95	54	214	101	47
	Unaided ...	35	16	45	38	22	58	47	9	19
	Total ...	326	157	48	356	204	57	460	197	43

You consider the small number of students who present themselves for the M. A. degree a matter of regret, as the extra training involved exercises a most beneficial result on the intellect and character of the students. It is hoped that the recent decision that M. A. scholarships may be held at other colleges than the Muir College will encourage the formation of M. A. classes. In the B. A. examination an extraordinary degree of success was attained by the Agra College, three-quarters of the 36 candidates having obtained their degree. The Bareilly College was not equally successful, but the recent improvements introduced in its teaching staff will probably lead to better results. Only 24 students out of 155 presented themselves for examination in the Science course, and it is possible that the want of facilities for teaching Science in secondary schools may account for this fact. Steps are being taken in connexion with the report of the Committee on Technical Education to remedy this defect. The University maintained the high standard necessary to secure a place in the first class; only one candidate

succeeding in attaining that honor. Forty-three per cent. of the students who presented themselves for the Intermediate Examination passed, as compared with 57 per cent. in 1890. This is accounted for partly by the comparatively searching character of the examination, which last year was lenient, and partly by the increased number of students in colleges, which prevents tutors from giving the same attention to individual pupils. In this examination again the Agra College was conspicuously successful, passing 49 per cent. of its pupils as compared with the general average of 43. An equally good result was obtained by the Canning College. The number of pupils at Oriental colleges, 503, was nearly the same as in 1889-90. An increase from 396 to 530 occurred in the collegiate Law classes; but they are said to consist largely of students who have no other object than to put in a certain number of attendances.

6. The number of pupils in secondary schools on the rolls on the 31st March is shown below:—

	Vernacular.				*English.*				Percentage of scholars in each stage.							
									Vernacular.				*English.*			
	State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.
High section ...	...	...	...	...	1,182	1,472	68	2,722	...	...	...	...	14	9	8	11
Middle „ ...	6.138	136	68	6,342	2,089	3,227	234	5,550	21	16	28	21	26	21	27	23
Upper Primary section,	6,309	129	47	6,485	2,317	3,210	192	5,719	22	15	20	21	29	21	22	23
Lower Primary „ ...	15,721	585	121	16,427	2,334	7,324	351	10,009	57	69	52	58	31	49	43	43
Total ...	28,168	850	236	29,254	7,922	15,233	845	24,000								
Fees realized, Rs. ...	...	...	...	34,747	...	...	...	4,89,105								
Fees per head, Rs. ...	...	...	...	1·1	...	...	...	20·2								

There has been a slight decline in the number of pupils attending both English and Vernacular secondary schools, the totals having been in 1889-90, 25,107 and 29,889 respectively. Considering the disparity of the fees, the popularity of the English schools is evident, and the remarks contained in last year's review as to the prominence of the part taken by the State in supporting Vernacular education rather than English, still apply. The fee income in English middle schools of all classes rose from Rs. 2,30,586 to Rs. 4,89,105, or by 49 per cent.; and this no doubt accounts for the slight falling off in the number on the rolls on the 31st March. Mr. Boutflower, in the quotation given in paragraph 45 of your report, complains that the lower masters in secondary schools are often exhausted by the cramming gone through in preparing for the Entrance Examination, and want the moral character essential for the due discharge of their duties. A practice of touting for pupils where there is more than one aided school at the same place is also noticed as being prejudicial to discipline; and I am to request you to consider the withdrawal of their grants from schools where the practice exists.

7. In the following statement are shown the results of the three examinations which test the tuition given in secondary schools, as compared with those of the previous year :—

		1890.			1891.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
Entrance	State ...	437	269	61	477	247	51
	Aided ...	620	274	44	727	290	40
	Unaided ...	53	27	49	76	25	33
	Total ...	1,110	570	51	1,280	562	44
Anglo-Vernacular	State ...	1,238	692	56	883	332	38
	Aided ...	1,373	539	39	1,062	260	24
	Unaided* ...	781	158	20	486	67	14
	Total ...	3,392	1,389	41	2,431	659	27
Vernacular	State ...	2,256	1,259	56	2,138	1,367	64
	Aided ...	199	65	33	189	77	41
	Unaided* ...	2,090	376	18	1,832	375	20
	Total ...	4,545	1,700	37	4,159	1,819	44

* Include private candidates.

The figures for the Entrance Examination include a few students from other than the departmental schools who did not present themselves at the Allahabad University Examination. A greater strictness in the examination accounts for the falling off in the percentage of students who passed; but the Oudh schools were considerably less successful in this examination than the schools of the other three circles. At Cawnpore, Bareilly, Benares and Fyzabad good results were obtained on a large number of candidates. The returns disclose an increasing number of private students who present themselves for examination. The figures for the last five years are :—

	Sent up.	*Passed.*
1886-87	...	...
1887-88	...	...
1888-89	271	82
1889-90	245	52
1890-91	313	44

8. The Anglo-Vernacular, or as it is now called, the English Middle Examination, was, in the year under report, revised with the intention of making it lead up to the Entrance Examination of the University, instead of itself being, as in previous years, a test of a final stage of education. This has necessitated the teaching, through the medium of English, of history, geography and mathematics, so that a

practical knowledge of English is essential to success. Two years' notice was given of the change, but not only were boys who had received an insufficient grounding in English under the old system, hindered by their want of acquaintance with the language, but the lower masters themselves, who had been for long accustomed to teach in the vernacular, found it difficult to impart instruction through the newly introduced medium. This change in system explains the marked falling off in the percentage of successful candidates from 41 to 27. The diminution in the number of students presenting themselves for the examination is explained by the introduction of an enhanced fee rate into middle classes, and the inauguration in 1889 of a system of regular examinations for each class which had the effect of retarding promotion. The influence of this examination on primary classes is discussed in paragraph 43 of your report. Mr. Boutflower, whose report you quote, is of the opinion that it is of great service in bringing to notice defects in the teaching, the principal being that it develops the memory at the expense of the reasoning faculties. At this examination again both Oudh and the 3rd Circle show a poor result. In the Vernacular Middle Examination the general percentage of success improves, whilst the number of candidates again falls off. The zila schools of Sahâranpur and Etâwah and the aided schools at Balrâmpur and Benares (Bengali Tola) were successful at both the Matriculation and the English Middle Examinations.

9. You rightly give prominent position to the subject of physical education, which seems to have made great progress wherever reasonable facilities exist. The Sitapur Zila School for instance, with the assistance of two cricketers from the Kheri School, succeeded in defeating at cricket an eleven from the East Lancashire Regiment. Mr. Boutflower organized in his division an inter-school tournament, and his example was followed by Mr. Welby at Allahabad. His Honor the Lieutenant-Governor and Chief Commissioner fully agrees with Mr. Boutflower's remarks that money spent on gymnastic masters is better diverted to defraying expenses connected with games, such as cricket, which are beneficial not only from the physical training they afford, but from their moral effect in necessitating the subordination of individual interests to a common end under the orders of one leader. The question of bringing teachers of gymnastics on to the paid staff of the Department should, if you think it necessary, be referred separately for the orders of Government.

10. For the first time since 1885-86 no details are given of the number of scholars occupying boarding-houses attached to zila schools. This is a point on which, as you are aware, the Lieutenant-Governor takes much interest, and you should submit at a very early date a reports howing to what extent, and with what results, the new rules have been enforced. The Sitapur boarding-house is said to be falling into disrepair, and it is presumed that steps have been taken to bring the matter to the notice of the District Board; that at Bareilly is stated to have been badly managed: steps have recently been taken to remedy this. It is satisfactory to notice the interest taken by the Collector of Bijnor

in the boarding-house at that place. The figures showing the number of pupils resident at tahsíli schools for the last six years give the following results:—

	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.
Total number of boarders ...	1,641	2,025	2,154	2,212	2,094	1,524
Self-supporters	876	1,235	1,288	1,415	1,332	902
Stipendiary	665	790	866	797	762	622
Percentage of self-supporters ...	53	60	59	63	63	59

The total number of boarders has fallen below that returned in 1885-86, but a larger proportion are self-supporting. An explanation of the decrease is given in paragraph 68, where it is stated that owing to the special attention given to tahsíli school boarding-houses they now accommodate no more scholars than is advisable. In some districts of the Agra Division the rules issued during the year seem not to have been introduced; but there is no reason why such of the rules as do not entail expenditure on buildings should not be enforced.

11. In the following table the number of pupils in primary schools for boys is compared with the corresponding number in 1888-89 and 1889-90:—

Number, March 31st.	1888-89.	1889-90.	1890-91.
Upper primary	26,328	25,385	25,225
Lower primary	120,117	120,027	124,288
Total ...	146,445	145,412	149,513

While therefore there is a slight recovery in the total number of pupils, the rise is confined entirely to the lower stages. The number in receipt of an education which can be of any use to them in after life shows no improvement on the figures for 1889-90, and a decided falling off when compared with those of the previous year.

12. In paragraph 85 of your report you suggest a number of causes to explain the variations of the statistics of Government primary schools noticed in the last two Government reviews.

The first may be classed as those which are derived from want of funds, and of these the principal are, the closing of a number of schools in order to pay better salaries to the teachers at the remainder, and the abolition of class III at schools where it was found impossible to maintain an assistant teacher. It is difficult to reconcile this explanation with the fact that the expenditure on primary education has, within the period you select (1885—90), risen from Rs. 6,66,279 to Rs. 7,17,386. The greater accuracy of the registers of attendance, and the exclusion

of boys under six years of age, might explain a decrease in the total numbers, but they do not account in any way for the falling off in the numbers, both relative and absolute, of those who reach the upper primary standard. The improvement of primary education, to which the measures above described were directed, ought to have produced an exactly opposite result. However great the total decrease might have been, it was to be expected that the higher quality of the teaching would have been shown by larger numbers in the upper classes. This expectation has not been fulfilled, and the only causes among those you numerate which can reasonably be accepted as affecting the result are greater strictness in promotion and a growing distaste for primary education. It cannot be supposed that any but an insignificant fraction of the agricultural population send their sons to primary schools in the hope that they may eventually obtain employment as munshis; and, if the schools are really becoming less popular, a more probable explanation may be found in defects which it should be the first object of your Department to remove. The rise in the fee income from Rs. 12,036 to Rs. 43,259 within the same period, when considered in connexion with the falling off in the educational results, cannot be regarded as wholly satisfactory.

The improvement of the Agra Division, where, in previous years, the deterioration of primary education had been most marked, deserves notice.

13. As last year there were four Normal Schools for the training of teachers; one of these, that at Bareilly, will shortly be amalgamated with the Lucknow institution. The number of pupils attending the schools was 314 as compared with 309 in 1889-90. The continued falling off of candidates for examination, which was noticed in last year's review, is attributed to the fact that all teachers in village schools have now either qualified or have been exempted or dismissed. A new standard of examination has been introduced into these schools, but as it was conducted for each school by the Inspector in charge, the results were not uniform. The question of conducting the examination, as far as possible, by one board of examiners might be considered.

14. The number of Native girls, including Native Christians, under instruction, and the expenditure for the last three years, are compared in the following table:—

	Number receiving instruction in—			*Total expenditure in—*			*Expenditure from public funds.*		
	1888-89.	1889-90.	1890-91.	1888-89.	1889-90.	1890-91.	1888-89.	1889-90.	1890-91.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English ...	681	1,152	1,304	30,778	52,010	64,355	11,398	15,252	15,612
Vernacular ...	9,453	9,154	8,666	82,012	86,533	71,183	37,979	38,612	34,434
Total ...	10,134	10,306	9,970	1,12,785	1,38,543	1,35,538	49,377	53,864	50,046

There is a distinct tendency to encourage English education which is due to the action of the aided schools, no instruction in English being given at any State school, and the expenditure from public funds favouring vernacular education at present. The English education is, however, almost entirely confined to Native Christians, 1,215 out of 1,304 pupils receiving such instruction being of that denomination. There is no material difference between the numbers for this and the previous year of pupils of each religion, Christian, Hindu and Muhammadan; except that the number of Eurasians and Native Christians receiving a vernacular education has decreased from 2,275 to 1,786. It is the general opinion that, as compared with aided schools for Native girls, State schools are a failure, and this is no doubt due to the fact that in the former the teaching staff, often consisting of English ladies, is incomparably more efficient than in the latter.

15. Your adoption, for the first time, of the year ending on the date of the Inspector's visit, for the tabulation of the results for European schools under the Code, makes impossible any comparison with the figures for any previous year except 1890, which are exhibited in your report side by side with those for 1891. It appears that the features of the year's work are a slight enhancement in the proportion of pupils in the upper grades, 36 per cent. of the whole being in the high and middle sections as compared with 33 per cent. in 1889-90, and a large increase of Rs. 10,223, or 14 per cent., in the grant (excluding payments for board and fees of indigent children) earned under the Code, which is accounted for, partly by the rise in the number of pupils in the schools from 2,064 to 2,219, and partly by a rise in the rate of grant earned per pupil from Rs. 33 to Rs. 36. At the final standard examination the number of candidates increased from 50 to 84, but the percentage of success decreased from 64 to 59. The Boys' and Girls' High Schools at Allahabad were unsuccessful.

16. The principal educational measure during the year, not directly connected with your Department, was the appointment of a roving commission consisting of yourself, Mr. Wickes, the Secretary to Government in the Public Works Department, Mir Athar Ali, the legal adviser to the Talúkdárs' Association, Lucknow, and Mr. Holderness, the Director of Land Records and Agriculture, to examine the institutions which had been established in other presidencies and provinces for the promotion of technical education, with the view of ascertaining in what directions it was desirable to take action of the same kind in these Provinces. The Hon'ble Mr. Izat, the Manager of the Bengal and North-Western Railway, and a member of the Legislative Council of His Honor the Lieutenant-Governor, was also nominated to the Committee, but was prevented by ill-health from taking a part in its deliberations. A very valuable report was submitted after the end of the year to which this review applies, and is now under the consideration of Government. Among the principal subjects which engaged the attention of the Senate of the University, some, such as the establishment of a Faculty of Engineering, and the provision of an alternative examination of the same rank as the present Entrance Examination, but more practical in its character, and not designed to lead

up to further study at the University, were more or less closely connected with the objects of the Technical Education Commission. The principle of putting back the period at which the choice of alternative and separate courses might be made by students to the date of their matriculation was affirmed unanimously by the Faculty of Arts, but its immediate practical application was postponed, it being doubted whether the present standard of the Entrance Examination was sufficiently high to allow of its being accepted as a test of the general education required as a preliminary to the exclusive study of special subjects.

Questions connected with the reform of the various branches of the curriculum, and more especially the subjects set and methods of instruction in English and Philosophy, were frequently debated. The Arts course now in use had been adopted with very few material changes from that of the Calcutta University, it not being thought expedient either to introduce any abrupt change in the course of instruction, or to take any steps in that direction without the most careful deliberation. It had however been recognized, when the University was first established, that one of the principal causes which called for its establishment was the unsuitability of the Calcutta course as a whole to the requirements of the people of these Provinces, and towards the end of the year small Boards of Studies, consisting of from five to seven members each, were appointed, with the commission to report to the Faculty on the alterations, if any, which were to be recommended in the curriculum. Separate Boards were appointed for English, Philosophy, Sanskrit, Arabic and Persian, the Western Classics (including Hebrew), History, Mathematics and Science.

17. This is the last annual report which you will submit before proceeding on leave: and the Lieutenant-Governor desires, therefore, while requesting you to convey to all classes of your subordinates his acknowledgments of their labours during the year of report, to express his strong sense of the great services you have yourself rendered to the Department during your term of office as Director of Public Instruction. In revising more especially the scale of fees for secondary education, and in introducing uniformity into the grant-in-aid rules, you have brought about most useful reforms; but your administration in all its departments has been characterized by the union of thoroughness and vigour, with temperate and conciliatory control. While finding yourself compelled to differ at various times from the views of the Government, and of those who have been associated with you in your work, you have known how to gain and retain the confidence equally of all; and the Lieutenant-Governor has little doubt that your departure will be as much regretted by those who have served under you as by the Government under which you have served.

I have the honor to be,

SIR,

Your most obedient servant,

W. C. BENETT,

Secy. to Govt., N.-W. P. and Oudh.